

Platform

Maurice Kogan reviews Sir William Pile's book on the internal workings of the Department of Education and Science

Of all public institutions, central government departments are the most difficult to get into perspective. To the outsider they seem monolithic, impermeable and impenetrable. To those within and to those who observe more closely a body such as the Department of Education and Science, the individuality of approach of different ministers and officials, of the different policy and professional groupings, make up a pattern of diversity, uncertainty and confidence rather than rationality and confidence.

The public and the private perception of government is rarely celebrated simultaneously in a single book. Those inside who know about the complexity are too anxious to present a straightforward picture to those on the outside. Sir William Pile's book, *The Department of Education and Science*, is a lucid description of a government department and some of the chapters, for example, on the finance of education, will be helpful to teachers of public administration who have to unravel complexity for their students.

That said, the book belongs to a world of unruffled simplicity and, in this, is disappointingly typical of the New Whitehall Series, which recruits the practitioners best equipped to write about government departments—permanent secretaries—but never persuades them to take the wraps off.

As a result, Bill Pile and his equally gifted collaborator, Dennis Routh, have produced a text book with the virtues and faults of a DES annual report. The information given is all already public. The DES files, and knowledge of the issues from within to which Bill Pile had access, could have shown us far more about what happens and why. Nor does the book address any of the external discussions of the DES. The criticisms of its operations by, for example, the Organisation for Economic Co-operation and Development or the Pookes Committee are simply ignored. Quite well known controversies are glossed over. The work of the Central Advisory Council is politely praised but there is no mention of the apparently deliberate decision of successive ministers, openly defended by Anthony Crosland and Harold Wilson, to cease to use them. The Departmental Planning Organisation is mildly commended but the OECD, and Committee, Committee, critique of it being not sufficiently concerned with qualitative analysis is just not mentioned. There is no hint of changing relationships between the DES and the universities or the research councils which have certainly gone further downhill since the book was written but which had already begun to roll long before.

What might the reader have expected? Certainly, senior civil servants do not have the freedom of recently removed ministers to say how they were robbed—a habit not adopted by education ministers, incidentally. But so much changed in the 30-plus years of Pile's acquaintance with the DES. At one time the central department could rely upon certain continuities in policy and convention. The policy branches responded to ministerial initiatives when they then scarce commodity was available to it. To a large extent, however, long waves of policy were allowed to build up in the system through the department's interaction with local authorities, the schools and colleges, and the teachers.

It is a nice question, indeed, whether administrators are more creative when there is more noise outside to listen to challenge from the outside might compress creativity. Certainly, ministers now expect sharper and quicker changes in policy and we have to assume that some of the best energies of the department go into helping ministers cook up such schemes as rising overseas student fees, or a holding down of naughty sociology in higher education. In the past,



Sir William Pile

Sir William's department

Development was internalized and consensual. All shades of ideology became light pink in the balm days when it seemed to be assumed that money would be available for an ever expanding education system. No central advisory council report assumed otherwise.

Now the DES has to contend with a decline of demography and a demand of staggering proportions. It is in the centre of a system increasingly politicized as separate groups demand social goods ranging from better education to higher pay. Demands for participation in policy making are accompanied by a reduction in the authority of public institutions. When politics open up, officials suffer a loss of freedom because their political masters are under pressure.

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the young Bill Piles were able to spend their energies in the Development Branch or in building up the now wrongly maligned control and prediction system for teacher supply. Perhaps the aftermath of the speech is the contemporary equivalent, but that seems to engage the inspectorate more than the administrators in what might be the next wave of departmental work.

The tale of demography and shrinking resources is more easily told than that of changed roles. The book does the former but not the latter. Yet Bill Pile has opened out elsewhere on some of the key issues. The OECD examiners criticized the DES on the grounds that their planning was quantitative, that it tended to respond to the historical pattern of expenditure and was "undaring". At the OECD review meeting, the record of which failed to hit the British press as did the original OECD examiners' report, Pile was explicit that the department was pragmatic in its ambitions, that it regarded planning as a process leading to finite and usable conclusions and that, therefore, the future of the department belonged to academic institutions.

The Department of Education and Science, *The New Whitehall Series*, No 16, Allen and Unwin Ltd.

Richmond stung by press treatment of exam results

Local newspapers in Richmond upon Thames have been criticized by the borough's Education Committee chairman for "sensationalizing" this year's school examination results. Richmond was the first local authority in the country to publish detailed information on GCSE and CSE exams. The school had rebounded with better headlines

and a league table of secondary schools, against the council's wishes. Mr J. F. Lambeth, the committee chairman, has written to the news- Richmond, The Surrey Comet and the Richmond and Twickenham Times, complaining at the treatment of the statistics. He said the Surrey Comet chose to treat the exam results "quite unjustifiably" and in an "emotional and misleading way".

The paper had headlined the article with the words "Borough exam shocker" and referred to a fall in the number of GCSE O level passes from 2,471 last year to 2,436 this year. The Richmond and Twickenham Times published a league table of schools' examination figures, which said that Richmond's "best" paper school had a "disappointing" result.

Mr Lambeth said that the Surrey Comet's coverage was "sensationalizing" and "misleading". He said the paper's headline was "shocking" and that the paper's treatment of the results was "quite unjustifiably" and in an "emotional and misleading way".

NEWS

'Disaster level' for books provision

by Virginia Makins

Book provision in schools is at a disaster level, says a new report from the National Book Council.

In a survey of 38 local authorities the council found an average of only 2.4 per cent of the school budget was spent on books. The report, published by the National Book Council, says that the average overall book provision in schools was only 2.4 per cent of the school budget. The report says that the average overall book provision in schools was only 2.4 per cent of the school budget.

And this is happening even before the present cuts—in the first six months of the year, schools bought 1,250,000 books than they did in the months of 1978.

Earlier this year, a working party set up by the National Book Council, under the chairmanship of Michael Marland, concluded that "cuts have reduced some schools' depleted stocks of out-of-date books".

The report recommended that, in order to provide a "reasonable" stock of books, schools should spend at least 5 per cent of their budget on books. The latest available figures for book spending showed that average schools were spending 2.4 per cent of their budget on books.

The working party's findings were confirmed by HM Inspector of Schools. This month, the Inspector discovered that in many schools, teaching departments found it difficult to provide each pupil with a copy of the books needed for systematic study. In some cases, only the most able pupils had books issued to them; and "the stock of books for further and independent work outside the classroom was a matter for concern".

They also found that libraries over a quarter of all schools suffered from "poor provision, understaffing, and depleted and inappropriate stock".

In a separate statement of price of books, the Education Publishers' Council said that publishers have held the price of books steady since 1974, but the school books below the retail price index between 1974 and 1979, and well below the inflation index of printing, paper and binding.

Head teachers have been urged to resist pressure on fund-raising schemes, heads told. The report says that the Education Publishers' Council has urged head teachers to resist pressure on fund-raising schemes, heads told.

Some heads are already under pressure to agree to alterations in their school's curriculum, or to move towards local education authority reliance on private publishing.

The right course of action is to concentrate on the curriculum, and to ensure that the curriculum is of a high standard. The report says that the Education Publishers' Council has urged head teachers to resist pressure on fund-raising schemes, heads told.

NEWS

New deal to be offered on pre-school provision

Oxford softens nursery blow

by Biddy Passmore

Oxfordshire County Council is trying to regain some of the goodwill it has lost over nursery closures. It now says its decision to end traditional nursery education heralds a new era in pre-school provision.

Mr Tim Brighouse, the county's chief education officer, has been instructed to examine all the county's existing physical and human resources in providing for the under-fives, including nursery schools and classes, day-centres, playgroups and licensed baby-minders.

He will be drawing up proposals for a new scheme for the whole county. His report will be submitted to the council early next year and will probably be prepared jointly with the director of social services. The new scheme will have to be financed out of £77,500—all that will remain of the nursery education budget from 1982-83 onwards—plus any available funds from the social services department. It could be implemented in certain areas as early as September 1980.

Opponents of the closures are not impressed by the authority's new venture. They point out that the council's claims to seek a radical improvement in services for the under-fives would be more convincing if they had thought of it before, instead of inventing the review suddenly to soften the blow of the cuts. One described the review as "purely and simply an economy measure".

In an interview with the TES last week, Mr Brighouse and Mr Hugh Farrant, leader of the council, dismissed the protests as "a lot of platitudes" and "enthusiasm over their new plans". Mr Farrant emphasised the unfairness of the present system, under which large sums are spent on a form of education which covers



Rebuilding in progress.

only one child in 15. He hopes the new scheme will provide pre-school opportunities for all children aged three to five who want them.

The authority hopes to concentrate on the needs of disadvantaged children, including the physically and mentally handicapped. "There must be a better way of meeting their needs than the current system," said Mr Farrant. "That is why we need a social services input."

He pointed out that deprivation was not exclusive to the city of Oxford, as was sometimes supposed, but existed in rural parts of the county too. Mr Brighouse is still busy consulting local parents and teachers and cannot say yet what form the new scheme will take. It seems

likely, however, that units similar to Gloucestershire's family centres will emerge.

In Oxfordshire's case the centres would probably have to be run by voluntary groups, who could charge fees, in order to keep within the authority's strict financial limits.

Local nursery heads are worried by the ending of traditional nurseries and place the child from a poor linguistic background at a special disadvantage. In their view the importance to language development of structured nursery classes with a clear educational input is not being sufficiently recognized.

Community links are important too. Miss Joan Lawrence, headmistress of the Slade Nursery School since 1952, feels that her school has developed ties with the local community which will be impossible to replace. She now has second generation Slade pupils, she says—a sure sign that the school is integrated well into its surrounding area.

Miss Lawrence and her fellow heads are not opposed to change but think that any new schemes should be introduced gradually, on a pilot basis—not all at once, and certainly not as a backdoor way of making cuts. "In any case, I don't believe you can develop a new scheme which will be a better way of meeting their needs than the current system," said Mr Farrant. "That is why we need a social services input."

She is one of a group of heads asked by Mr Brighouse to submit suggestions for reform. One thing is certain: their suggestions will cost far more than the magic figure of £77,500. They do not believe anything worthwhile can be achieved for that sum.

Personal column

Gerry Fowler

Import, export

Teachers in the schools, and the parents of school pupils, may take little interest in the present controversy about overseas students' fees in higher education.

Some may even welcome the massive increase in fees for new students which is to take place next September, on the understandable grounds that when times are hard the education budget must be cut, and our duty is to our own pupils and students.

Charley begins at home, and for what is becoming a poor country, it may have to end there, too. Any way, the rich Arabs can afford to pay higher fees, and will doubtless do so happily. What's the price of a gold-plated Cadillac between friends?

Teachers and parents have every reason to condemn the fee increase. In the first place, it is a monstrous piece of hypocrisy, since the new charges of £2,000 a year for arts students at universities, £3,000 for science students, and £5,000 for medical students are described by the Government as "economic fees".

They are nothing of the sort. They represent the average current cost per place in a university in each of the three groups of disciplines, which is computed by dividing total current expenditure by the total number of students. It is a university's current expenditure, not its total expenditure, which is what matters.

Unless we imagine a university system which costs only for overseas students, the marginal cost of educating them can never be the same as their total number multiplied by the average cost of a university place.

In any event, such a calculation ignores the foreign exchange which overseas students bring into the country and spend here. It ignores equally what they spend with us on holiday, or taking holidays in other parts of Europe. It takes no account of the cash value of the goods and services which they bring to the provision of higher education in

overseas students, many of whom subsequently become leaders of their own societies, able to place valuable public or private contracts with British companies.

The average cost per place, is thus demonstrably not the "economic fee". If we look to the total benefit to the British economy which flows from having overseas students here, students—even rich Arabs—will still arrive upon our shores in the same numbers, happy to pay more. For our fees will be higher on average than those in any other developed country, some of which charge no fee and most of which charge no or little distinction between natives and foreigners.

A science student will be able to buy a place even at Harvard for about £600 less than he can at Hull or Bangor. The latter are fine and reputable universities, but they do not enjoy quite the same international eminence as the former.

We do not have many industries which are highly successful "exporters" and generators of exports: we are about, artificially, to make one that is, I hope we shall not have subsequent complaints that it has become a lunk dump.

In the third place, there are sound educational reasons for encouraging overseas students to come to Britain. Universities and polytechnics are international communities of learning and scholarship, which know no man-made boundaries. Interchange of staff and students between academic institutions is vital to their health. Further, many scientific departments in British

universities rely heavily on overseas postgraduates for their research programmes, some of them of great value to the British economy; the new scheme for postgraduate bursaries for foreign students is unlikely to allow the research effort to be sustained everywhere.

In any event it is standard practice to select students by their ability to profit from study and to contribute to the institution, and not by the number of barrels of oil per day produced by father's oil well.

Last, and worst of all, grant to the universities is to be reduced progressively from 1980 to 1982 by a sum equivalent to their present number of overseas students in each of the three categories, multiplied by the new fee levels.

It is likely that this will happen to the polytechnics and other public sector colleges, through government manipulation of the "capped pool". This hideous piece of DES jargon, which clearly confuses pools with oil wells and thus reveals what basic mercenary thoughts were lurking in the depths of some minister's murky soul, refers to the Secretary of State's proposal to take powers (for the first time) to control the total support given from public funds to i.e.a. higher education colleges, and its distribution between them.

If there is a shortfall in the number of overseas students taken on by universities and polytechnics, the university or college saves only the marginal cost per place—nearly always, as we have seen, lower than the Government's economic fee. It must, therefore, make additional savings elsewhere or close.

Lord Aunan, London University's vice-chancellor, says that its world-renowned Schools of Tropical Medicine and of Oriental and African Languages may have to close. The London School of Economics, with 30 per cent overseas students, will be in danger. So too will the University of Manchester Institute of Science and Technology.

Teachers and parents: it is poor pupils and poor parents who will be the victims.

NUT resumes action after 'shocking' report on Kent schools

by Stephen Cohen

A shocking indictment of the state of schools in the Gravesham area of Kent was published this week. The local branch of the National Union of Teachers released an 18-page survey of 46 infant, junior and secondary schools and attacked Kent County Council for being one of the meanest education authorities in the country.

The survey found:

- Five infant schools with oversized classes.
- Two junior schools which needed complete rebuilding.
- Four secondary schools where lessons were held in cloakrooms, in the dinner hall and on a balcony.

Books were in short supply, writing paper ran out at the end of the year, specialist teachers were not replaced and ancillary help was inadequate, the report said.

"The public is well aware of the very difficult financial situation facing local government in Kent," he said.

"The cutbacks now proposed by the Government follow several years of financial pressure brought about by alterations to the distribution of the rate support grant. This resulted in an estimated loss to Kent of more than £30m over four years."

or three years, random cuts in staffing have been beginning to leave equally random gaps in the curriculum.

"The overall coverage of education that schools have built up over the years is looking increasingly threadbare."

The survey said the NUT would be falling in its duty if it did not stand up to protect education "from this onslaught". Consequently, union members have decided to resume industrial action against over-sized classes and schools where supply teachers are not provided. They will refuse to teach big classes and will not stand in for absent colleagues.

Mr John Barnes, chairman of Kent education committee, said it was difficult to see what the NUT hoped to achieve from its campaign. "The public is well aware of the very difficult financial situation facing local government in Kent," he said.

"The cutbacks now proposed by the Government follow several years of financial pressure brought about by alterations to the distribution of the rate support grant. This resulted in an estimated loss to Kent of more than £30m over four years."

Foreign student fee rise a 'self-inflicted wound'

by Diane Spencer

Overseas students are being used as a political football in a dispute by the National Union of Students, according to Dr George Brosan, director of North East London Polytechnic.

But Dr Brosan also thought overseas students were to blame for some of the occupying of buildings. He said it was monstrous that overseas students, who were guests of this country, were abusing their privileges by helping to cause premises to be shut and depriving indigenous students of their right to study.

"If they continue to occupy North East London Polytechnic long enough and hard enough when it will be closed and what good will that do foreign students?"

There was a substantial feeling among ordinary people in this country against overseas students which has been reduced in the policy of successive governments no matter which party.

The conference, organized last week by NEPL's international office,

on the theme "Aid without Imperialism", was discussing the aid and cooperation offered to developing countries by Western institutions of higher education.

Fees were roundly condemned by several speakers at the conference. Mr Frank Judd, a former Minister for Overseas Development and now associate director of the International Defence and Aid Fund for Southern Africa, said it was a self-inflicted wound to increase fees. Instead we should build better relationships with the Third World; it was an investment we rejected at our peril.

The growth of bureaucracy in giving aid to the third world was strongly attacked by Mr Richard Griffiths, Director of the Inter-University Council for Higher Education overseas.

Officials and ministries fed on their own incompetence, £4 out of £5 spent on educational aid was on administration, not on people actually doing the job.

Carlisle attack on 'scandalous waste of intellectual resources'

by Susan Thomas

Outdated attitudes which associate science in the home exclusively with women, and science in industry only with men, are responsible for a scandalous waste of the nation's intellectual resources, Mr Mark Carlisle, Secretary of State for Education, said last week.

Opening a special DES conference for women teachers of Craft, Design and Technology at Shoreditch College, he said the nation was more dependent than ever for the regeneration of its industry on craftsmanship, the ability to make things work, to understand and to design them. These skills were as important for the technologist and the manager, as they were for the craftsman himself. Yet there was an acute and persistent shortage of craft design and technology teachers in the schools. Of the estimated 12,000 in the country, only 200 were women; 140 of whom were in the audience.

Allowing for hidden vacancies, he said that there was a shortage of 2,000—a situation which would

be worsened by the impending retirement of a large number of the craft and design teachers who trained just after the war.

Craft, design and technology had a vital role to play in the nation's economy. Women, as much as men, both school leavers and mature people, must be encouraged to consider teaching the subject.

Holders of HND or equivalent qualifications, graduated in other disciplines and especially women—should consider the training and retraining schemes. For some mature teachers trained in other subjects, he said, "particularly generous financial arrangements apply and we anticipate will continue in 1980-81".

Speaking the next day, Baroness Lockwood, chairman of the Equal Opportunities Commission, described CDT as the "Clash of the curriculum", although the creation of the First Chair of Design Technology at Brunel University should give the subject a new respectability.

School to work

Edited by Mark Jackson

MSC told to give more power to grassroots

The voluntary organizations which help to run the Youth Opportunities Programme are pressing the Manpower Services Commission to let them choose who shall represent them on the programme's national board.

The board is nominally responsible for guiding the policy of the programme, although some of its members say it is being treated as a rubber stamp by the commission's officials.

Most of the board's members have been nominated by the interests they represent, such as the local authority associations, industry bodies, and government departments. But the commission itself decided who it wanted to represent the groups most directly involved with the young unemployed—the youth movement and the voluntary agencies. It is from these quarters that the most pointed criticism of the commission's officials has usually come.

On advice from the Department of Education and Science, the MSC appointed Mr Trevor Phillips, of the National Union of Students, to represent the youth movement, although bodies such as the National Youth Bureau, the National Association of Youth Clubs and Youthaid are far more closely involved with the young unemployed. And for a voluntary sector spokesman the commission went to Task Force, an organization serving the old.

Although few of them had heard of Valerie Coleman, Task Force's director, when she was appointed

to the special programmes board, leaders of the voluntary organizations which are active in YOP now agree that both she and Mr Phillips have fought hard for the young unemployed.

Miss Coleman has become convinced, however, that the job cannot be done properly by anyone who has to depend primarily on MSC officials for information. She has resigned, and told Mr Richard O'Brien, the commission's chairman, that her successor should be someone from an organization which is running YOP schemes and knows at first hand what is happening.

The National Council of Social Service, which represents most of the voluntary bodies active in the programme, and closely monitors its progress, has suggested to Mr O'Brien that he appoints its deputy director, Mr Foster Murphy, to the board. Mr Murphy earlier this year headed a working party which studied the problems of handicapped youngsters for the board.

Although it is clear that some of the youth organizations would prefer a more aggressive figure to represent the voluntary sector, Miss Clare Short, director of Youthaid, the alliance of organizations fighting youth unemployment, said this week that she was prepared to back Mr Murphy's candidature.

Mr David Howie, director of the National Youth Bureau, said there should be consultation with the organizations involved who would choose someone like Mr Murphy.

Bankers shun BEC exam

The Institute of Bankers has decided after all not to accept a Business Education Council replacement for its own final examination. The institute—one of the biggest professional bodies in British commerce—says it has serious doubts about BEC's system of assessment.

On the recommendation of the 1973 Wicks committee on the education and training of bankers, the institute originally agreed to accept BEC awards in place of both parts of its own professional exam. Now it has decided that, although it will continue to recognize the BEC national award as an equivalent of its stage one exam, it will not accept the higher national award in place of stage two.

The institute gives its reasons: ● The BEC system of assessment leaves control of standards almost entirely in the hands of teachers, leaving professional bodies only the possibility of reviewing the standards after the candidates have been assessed.

● A lack of flexibility in the arrangements which makes it difficult for bank staff who are transferred to another area.

● The holding of exams at times inconvenient to banks.

● The institute's doubts as to whether BEC higher awards can really meet the needs both of bankers and of students in other parts of finance.

The institute's change of mind, however, may have as much to do with recruiting issues as with its criticisms of the awards. It decided to go along with BEC at a time when banks were finding it difficult to get staff, and the BEC stamp seemed likely to make institute qualifications more "marketable".

Now that recruitment into banking is much easier, the institute is more worried about keeping up its 110,000 membership. The main reason people join is to take its exams, and it has found that many

of the banking students rolled for the business higher national certificate. The institute also found it difficult to see standards of its members—now many of its UK exam to a new level.

The institute's decision just as BEC is preparing to launch itself as a fully independent organization, with a unified, national system of degree business and administration courses, BEC staff and offices of the Guilds of London Institute. In February BEC will have its own full-time premises in Holborn, City and Guilds will sell some services to BEC, and will be continued "close to" it.

Andrews

Industry fellowship offered

The Goldsmiths Company is offering a fellowship to a teacher to strengthen links between school and industry. The fellowship will provide a year in a variety of industrial firms, followed by a further year at London University's Institute of Education.

The company plans to offer a fellowship every year for the next five years to a teacher already holding a scale post, preferably in Greater London.

Civil service jobs reserved

The civil service is to reserve a block of executive posts for school leavers. The youngsters will compete only among themselves for the earmarked vacancies.

The new scheme has been set up because competition for entry to the executive class is likely to become much tougher now that the civil service commissioners have been forced to end age discrimination against women.

From next year the upper age limit for women, until now 28, will become the same as for men, 45, and the commission that a lot more women will.

Youngsters, who have the required academic qualifications, but who want to apply for entry, will only be able to enter the special scheme if they can get a job with the civil service. Their exam results and their chance in competition will be taken into account.

Forms for 1980 will be sent from the civil service commission in London from mid-July to be returned by July 1.

Schoolchildren are among the pushers' best customers Gadget moguls move in as hard drugs become high fashion in young America

by Hilary Wilce

The prize for this year's most tasteless Christmas present must go to a very unimpressive Christmas stocking bought in New York. Made of the usual white mesh and topped by a beaming Santa, it contained cigarette papers, a holder for smoking a marijuana cigarette down to the last possible puff, and various other bits and pieces of drug-related gadgetry.

So as you decorously sip your Christmas sherry, spare a thought for those getting their festive kicks in more illegal ways. At parties up and down the country some young people inevitably will be introduced to drugs for the first time. For most it will mean a relatively harmless interlude; but for others the consequences could be serious.

Drugs have slipped from the headlines in recent years, but there are now frightening signs that hard drugs are returning with a vengeance. The amount of heroin seized in this country in 1978 was just under 61 kilograms—a 129 per cent increase on the amount seized in 1977, and a 2,000 per cent increase on that seized four years before.

As yet this enormous inflow has not meant a proportional rise in the number of known young heroin addicts. But at the end of last year there were 35 registered addicts under 21, a 40 per cent increase on the number registered in 1977, and one of the many strains in the wind which have prompted government advisers on drug abuse.

A working party within the Standing Advisory Council on the Misuse of Drugs has recently begun a study of clinics and treatment programmes, and there is to be a review of the procedures under which doctors notify the Home Office when they are treating an addict.

If British officials are alarmed by the amount of heroin finding

its way into the country, the Americans are even more concerned. For some years the use of heroin has been declining in the United States, but drug abuse workers in New York are sure it is only a matter of time before large supplies travel across the Atlantic. When that happens there will, according to Irvin Simmons, community relations officer at Phoenix House, the country's largest drug rehabilitation programme, be a large susceptible adolescent population ready for heroin, because they are already into a mild-slicing subculture.

American schoolchildren take drugs on a staggering scale. The National Institute on Drug Abuse suggests that one in three high school students now smokes marijuana daily—100 per cent increase in three years—while 36 per cent of 13 to 18-year-olds declare themselves regular users.

Surveys suggest that in Britain only about 10 per cent of 14 to 18-year-old schoolchildren have taken drugs, and most of them do so experimentally.

Marijuana is not physiologically addictive, but it can have physical and mental effects. It can lead to contact with hard-drug pushers. And the growing use of cocaine is also helping prepare a hard drug market since, according to ex-addict Simon, "the high that coke gives you is so exhilarating and exciting that you have a tremendous need for a depressive, valium or heroin. You have to find a way to control it, and heroin is the best way."

One major factor in the American teenagers' escalating use of drugs is the wide range of drug-related gadgetry on sale in corner newsagents and in specialist "head shops". Most gadgets are aimed at the adolescent market.

There is, for example, a red Star Wars space gun which blows uncrowns to provide a holder for a marijuana cigarette. The gun can then be screwed back together

the trigger pumped so that a bellows action fills a plastic chamber with smoke, and putting nozzle to mouth the user enjoys a disguised and potentially dangerous concentration of smoke.

Other gadgets include a modified baby's bottle, with a pipe bowl on top and an enlarged hole in the test, and a mock pen which can be adapted for a quick clean room squirt of cocaine. There are any number of soft-drink and deodorant spray cans altered to accommodate secret drug stashes, while some boys show how to roll joints and technical manuals, including formulas for synthesizing heroin.

Perhaps most frightening of all is the popular "pig" and "herd" drug, which is a bowl on a rubber sucker which can be stuck on a car's dashboard from which passengers can use this to get high on the highway, and an electric cigarette lighter which gives all kinds of drug-related, including formulas for synthesizing heroin.

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The paraphernalia industry, as it is known, is a multi-million dollar business, with its own monthly journal and a trade association. Ironically, it is called the Paraphernalia Trade Association. Kevin McManus, director of Phoenix House, points out that the current threat of hard drugs is a new and different one. In the drug boom of the late 1960s only about 10 per cent of the population was involved in drug taking of any kind. Now the percentage is far higher: drugs are acceptable in all levels of society, and today's young people are generally more first-hand experience of the terrible effects of addiction on friends and acquaintances. One way and another, Phoenix House warns, American youngsters are a frighteningly vulnerable generation.



Marijuana: more than a third of 13 to 18-year-old Americans are regular users.

NEWS



Mr John Hanson, warden, with the boys at inspection time.

A short, sharp, shocking Christmas

Diane Spencer visits one of the detention centres to become part of Mr Whitelaw's disciplinary experiment

"I'm convinced that one boy has just done himself out of some remission so that he can be here at Christmas." Not the kind of remark you would expect from a prison officer at Sand Junior Detention Centre, near Woking, destined to become one of Mr William Whitelaw's experiments in his "short, sharp, shock" treatment for young offenders.

But looking at the unhealthy faces of many of the boys, the certainty of regular meals, Christmas trees and presents would be a strong incentive to stay inside the 174 high wire fence for a little longer.

The boys, all aged between 14 and 16, have at least 46 days to go before the end of the year. The intake usually hovers around 112 with the maximum of 130. They are there for a variety of offences—mainly for theft, vandalism and football hooliganism.

Sand is one of six junior detention centres in the country. It takes offenders sentenced in Greater London, Surrey, Kent and Sussex. New Hall near Wakefield, Yorkshire, one of 10 senior centres will be used in the short, sharp shock experiment by the Home Office.

Mr Whitelaw promised the Conservatives at their annual conference in Blackpool this year that the new centres would not be holiday camps. "I hope those who attend them will never want to go back there," he said.

How tough are they at the moment? The press were allowed a glimpse of the present regime last month. It was clear that the staff, as yet, have no clear idea of how the routine will change. They say there will be consultations with the Home Office and the staff in the next few weeks.

Miss Joy Kinsley, deputy regional director of the prison department, said there was a lot of slack to be taken up and the pace will be brisker.

Mr John Hanson, the warden, said they hoped to make the work more constructive and increase the amount of time spent in the gardens and greenhouses which keep the centre supplied with vegetables.

Mr Hanson is unhappy with the type of work done at present in the workshops. The boys spend their time recycling defunct cassettes. "This is essentially a destructive exercise. It has no pace and should have no part in a robust regime, which most of them need, especially if they come from Canning Town or Tower Hamlets as most of them do."

The boys spend very little time unsupervised. They wake at 6.45 am, have a military style kit inspection and assemble on the equivalent of a parade ground six times a day for a roll call. In between, the schoolage boys do five hours in the classroom, usually three during the day and two in the evening—a quarter of them have a reading age of less than 10.

Then with the rest of the inmates they do compulsory physical education and work in the grounds or in the workshop. Divine worship, as Mr Hanson calls it, is compulsory. Smoking is most positively not allowed.

In the evening they are given a choice of classes. Many opt for more physical education and work towards The Sunday Times gymnastic awards; others choose the more usual hobbies—woodwork or clay modelling.

"They have the choice, but once they have made it they have to stick to it and work as hard as if it were compulsory," said Mr Hanson.

At 9 pm the boys return to their dormitories and read before final lights out and lock-up at 10 pm. Life at Sand is not meant to be totally punitive and negative. Mr Hanson believes in an "interventionist" approach. For example, the boys are encouraged to work towards some qualification in catering if they are above school leaving age or a "mini-vocational" course in horticulture.

The centre operates a two-part incentive scheme for good behaviour and effort. When the boys first arrive, their personal belongings are taken away and they are given a denim suit and overalls. The newcomers wear a blue tie.

After 21 days they face the Warden to give an account of their effort and progress. If this is satisfactory they can wear a brown tie, and they are awarded the privilege of a smaller dormitory and a limited amount of television. For even greater effort, they get a green tie and become "trusties", which means they can do jobs outside the wire fence. Few boys leave without progressing to the brown tie.

The second incentive is one of credit marks which can be turned into pocket money at the end of the week.

Punishment comes in the form of extra work or less remission. The warden can remove up to a week's remission and the Board of Visitors composed of local magistrates can remove all of it. The detention cell for short periods of solitary confinement is rarely used. "We don't want them to become heroes," said one officer.

How successful are detention centres? According to 1977 Home Office figures, more than 70 per cent of junior offenders were reconvicted within two years. The senior ones were more successful with 58 per cent.

No one has a good record in dealing with young offenders," said Miss Kinsley. "None of us has any cause to sit back and feel satisfied. There is room for another try."

The Home Office Young Offender Psychology Unit will be monitoring the progress of the new regime. It will make an account, changing attitudes of the boys as well as their behaviour. In order to make a worthwhile comparison, magistrates will continue to sentence offenders in the same way. The catchment area will be the same and so will the staff.

The new regime will certainly produce fitter and stronger boys; but whether they will be any less inclined to take the straight and narrow path must be in doubt.

Meanwhile, will there be a respite this Christmas in the daily round of "short, sharp, shock" for Mr Hanson, "we are not robots and after all it's only for two days."

Brushing up leaves at a brisk pace.



Brushing up leaves at a brisk pace.

Keohane report wins wide backing

by Bob Doe

The Keohane report recommending official adoption of the Certificate of Extended Education was generally welcomed this week, though some of the changes the independent committee recommended were criticised.

Mr John Tomlinson, chairman of the Schools Council, thought the differences between the CEE proposals and the Keohane Committee's ideas, broached by the council in 1975, probably reflected changes in public opinion and other developments in the period between. If the

council were making its proposals now they might have been very similar.

He accepted the suggestion that the council and the Further Education Curriculum Research and Development Unit should cooperate to make the CEE work for further education.

Dr Peter Andrews, chairman of the Standing Conference of CSE boards which has the greatest influence in the CEE, warmly welcomed the report through its own recommendations were not identical with the Keohane committee's. CSE boards would be offering the exam

as soon as it was approved, he said, working in groups of boards along the lines of the Widdell report on a common 16-plus.

Dr Andrews thought it was uncertain that the compulsory literacy and numeracy hurdles proposed by the Keohane Committee would benefit every CEE candidate. The vocational courses the committee wanted were easier to write about than to implement, but the boards had no objection to them.

The National Union of Teachers had reservations about the past-fail concept introduced by the committee. It thought that it could make

the CEE too crude for assessing sixth form progress. "The idea departs from the mainstream of educational thought and practice and will need to be looked at again."

The National Association of Head Teachers thought the proficiency tests in English and maths might put off some potential CEE candidates. They supported the call for educational preparation provided this could be done within schools. The report suggests further education link courses, and work experience would be necessary for this.

Falling rolls need 'more adaptable' teachers

by Bert Lodge

More movement into and out of the teaching profession and a greater readiness by teachers to switch from primary to secondary or vice versa were called for last week in a pamphlet from the Policy Studies Institute. It looks at the implications for schools of falling rolls.

Mobility into and out of the profession could be encouraged if more reliance was placed on specialist graduates who have done a year's teacher training, rather than concentrating on four-year BEC courses, the institute suggests.

"The BEC is not widely accepted as a qualification to do anything but teach... should more of the teaching force in the future hold a BA or BEC, greater movement in and out of the teaching profession could become a possibility, and with this mobility the notion of contractual service for fixed periods might not be ruled out."

It is pointed out that the teacher training system required for one-year courses would be very much smaller than that required for four-year courses. Teachers are not expected to move from infant to sixth form work, but they can be less attached to particular age groups. One obstacle now is that secondary teachers often think of themselves as subject specialists as they are more likely to be graduates. Also secondary teaching carries greater prestige. Yet primary teachers are better trained in the understanding of the whole teaching task and of the child's general development.

Teachers could be trained in service to equip them for moving to a different age group. Any notion of difference of prestige between teachers in charge of various age groups is nonsense, the colleges should eradicate, the institute says. *Swings for the Schools* by Sir Charles Carter, John Ermisch and Frederick Ruffell, PSE, 1-2 Castle Lane, London SW1, £1.

Course-swap information centre urged

Credit transfer—the principle of qualifications gained at one institution being accepted for admission to another, either to continue the same course or resume studies at a later date—needs a national information service and one could feasibly be established, says a report out last week.

It was commissioned in 1977 by Mr Gordon Oakes, junior minister for higher education in the last Labour government. Research was under the direction of Mr Peter Toynne, senior lecturer in geography at Exeter University.

The DES has already indicated its willingness to fund a pilot scheme if enough institutions would be prepared to pay a commercial price for using the service once it is set up.

The pilot scheme would cost about £190,000 a year and the report suggests it would be about two years before the scheme was sufficiently developed to be offered to institutional users and later to students.

About 18,000 enquiries a year from 600 institutions are expected once the information service is in full use.

Credit transfer is already operating, says the report. At present about 15 per cent of applications and 11 per cent of admissions to university first degree courses are from students offering alternative qualifications. Between 15 and 20 per cent of polytechnic applications and about 20 per cent of admissions are in the credit transfer category.

Formal agreements already exist between the Open University and the Council for National Academic Awards, the degree validating body for institutions outside universities. The Open University has also concluded agreements with a number of other universities.

LETTERS

Mr Baldwin's fallacies

It's his lunch break.

What is creative writing?

From that table and its predecessors in earlier years, only elementary arithmetic is needed to compare the total number of students scored by state sector or independent school students in 1969-1970 with the total number of students in 1977. In round numbers they are as follows:

There is no simple solution. I certainly do not agree with the views of an HMI. I once met a child who held up a seven-year-old's 30-page effort as an admirable example of creative writing. It was quite comprehensible. Quantity is not necessarily quality. It is a teacher's function to control, guide and correct work. It is surely also the teacher's duty to encourage children to write from the heart, from competence and from imagination.

D. W. HANN (Mrs)
"Grasmere"
Stade Street,
Hythe, Kent.

Micro-sociology of special education

contribution that labelling theories might have made to the field of special education, the fact of the matter is that until quite recently there were few English Sociologists interested enough in it.

Lewis and Vulliamy's support for micro-sociological research into the processes of teaching and diagnosis is most welcome. The continued existence of special schools implies that there are both pupils and

teachers whose special needs cannot be met in an integrated setting. For these writers posit a false and even fallacious dichotomy. They assume that if the children are not to be treated as "ill" there are problems of teaching them that "must be endemic to schools". This kind of polemic is most unhelpful. The work on which I am engaged shows a far more complex pattern. Practices range from one teacher who set up a sixth form club

The micro sociology of special education is probably a new field. I wonder if there is anyone who shares my conviction that it is the best way to find out what is really happening, perhaps they would like to contact me.

GREG SEWELL
 M.Ed. student
 Faculty of Education
 Birmingham University

scored by state sector of independent school students in 1981, 1977. In round numbers these are as follows:

Sir,—The *Sacrifice of Education to Examinations* was the title of an article in *The Nineteenth Century*, published in 1888. It would seem that the same trouble is with us still, according to the National Secondary Survey (December 7). In replying to your report the Inspector General has begged me to stem up to date, nor does he offer any solution other than exhortation. How right they were (and what a refreshing change), to condemn some schools for excessive attention to written examination and hence to written exercises and to "prowl over routine sums." Was there no useful distinction to be made "wider reading" and constructive thought.

Although HMI should be congratulated on this report, they should accept a more realistic plan for allowing public opinion, and particularly parents and employers, to rate CSE as inevitably inferior to "O" level. They have lent support to the idea that the CSE is a dead end, but they define what the less able are less able to do, and without pointing out that the very able can not only stretch, but can experience the really exciting two years of learning that the "O" level affords if it is approaching at CSE grade 1.

This sad omission was exemplified in the Sutton in Ashford case, where they failed to demand that the minister, that for a school to offer only CSE Mode Three examinations to all pupils was an act of educational courage which deserved support from HMI and constructive investigation by researchers.

HARRY REE,
60 Muswell Hill Road,
London, N10.

Mindless activity has its uses

Again the point is missed: The over-directed search for panaceas and uncomprehensible claims to (or at?) the less able first view. Copying is the only view. Copying is the only view and industry in the classroom offers a transitory sense of achievement to the pupils. Copying is the only view and industry in the classroom offers a transitory sense of achievement to the pupils. Copying is the only view and industry in the classroom offers a transitory sense of achievement to the pupils.

... (sailors and soldiers) but in
... relevant applications and
... teaching skills. The
... material resources, while these
... it is difficult to see that
... have much choice but to
... their CSE pupils busy in the
... lesson, however, pointlessly.

Years of successful pressure
... increases the employment and
... remuneration of teachers have
... in the present position in
... their material resources account

... future leisure constructively.
... a radically new approach to teaching
... at least doubles today's direct
... Capitation expenditure, moving
... at the expense of teaching
... administrative staff numbers,
... teaching of the majority will re-
... irregular, and violence in school
... society will continue to grow
... a result.

J. L. SPANYOL,
Margaret House,
Malacca

Among the most powerful case analyses, Ronald Dore's *Diplomati Disease* and Derek R. tree's *Assessing Students* clearly demonstrated the shortcomings of the more "objective" tests on the American pattern. They show that both forms of testing suffer from the same fundamental weakness: the tendency to reduce students to mark-grubbers and inflation-prone ratters. And, on the subject of inflation, we may remark the human

We cannot disagree with the analysis provided by your three Americans. What we find surprising is the implication that the problem has yet to arrive in Britain.

MARTIN CORRIK,
BEN BRADNACK.
Ichen College, Bitterne, Southampton, SO9 3AJ.

Keep throwing open those windows

In this situation, a general extension of the Youth Opportunities programme and other schemes for young unemployed (including community industry and government

Expansion of the youth programme vital

In this situation, a general revision of the Youth Opportunities programme and other schemes for young unemployed (including community industry and govern-

through sponsored apprenticeships and other training programmes. These programmes are essential in offering the people constructive alternatives to demoralizing and wasteful periods of unemployment, especially for young unemployed, who are often associated with a stable society.

Associated with these objectives, however, must be the provision of effective careers information, guidance and employment placement facilities, which form part of a comprehensive system of public authority careers service. In the present period of constrained employment scene, expenditure on provision of these services is a high priority. The Government will be given by the Government local authorities to the curbing of prevention of delinquency.

RAY HURST,
Honorary Secretary, C.A.S.

make-believe

The danger of make-believe

23) some of the 20,000 technic
of cruits which the computer in
ent could use if only it could find
ing What is now needed is
acknowledgement that 16 to
a transition stage for all

people, during which they could be paid a flat rate. Within this time be provided not only the entrance which Colin Ball suggests, but also opportunity for advanced work, experience, vocational assessment, vocational training, education, basic skills as appropriate, community service or intensive training in further education, or sixth form.

show that even in these inflationary days present YOP plans may cost with £38m to spare, it is not the bounds of possibility. He says towards such a proposition. He says alternative costs in terms of the crisis demands on social medical services or policies taken into account?

RITA HOWDEN
Past president NACGT,
38 Ringinglow Road,
Sheffield.

viewer

Mr. [redacted] is permitted to scare a writer or performer, at will, to show cleverness, at best to entertainers.

He should also take complete another fact: if a book, y film has merit, it will sell, y the reviewer happened to say it.

E. D. DAVIS,
"Chicago Post"

Offensive and ungrammatical

The MSC Youth Opportunities Programme was a very positive and practical initiative, but Colin Ball says quite right; there is a danger of "make-believe" as numbers of young unemployed rise and traditional job opportunities fall. Further progression is urgently needed now. WEEP is in many cases providing the opportunity of sampling an apprenticeship without expense.

From first-hand experience of a young man in work, James

influence. With a properly planned programme insight into the work world, and a sense of reality gained: invaluable assets to firms recruiting them at a late stage. Not all school drop-outs are unintelligent; such schemes can bring home to the hitherto unmotivated the relevance of educational qualification. Hero is potential.

The subjective revolution

Sir,—One sympathizes with D. W. Pyle in his efforts to straighten out the reviews of his book (Letters, December 7). Nevertheless, he should take comfort in the fact that reviewing in general—books, plays, films, concerts, etc.—is a highly subjective occupation, and consequently, few people take seriously what a reviewer has to say. Remember that it is a sort of game in which

Breathless

Sir,—One sympathises with D. W. Pyle in his efforts to straighten out the reviews of his book (Letters, December 7). Nevertheless, he should take comfort in the fact that reviewing in general—books, plays, films, concerts, the rest—has a highly subjective occupation, and consequently few people take seriously what reviewer has to say, regardless of what it is a sort of game, in my

The subjective reviewer

It is permitted to scare a writer or performer, at will, show cleverness, at best to entertainers.

He should also take care of another fact: If a book, or film has merit, it will sell, and the reviewer happened to say so.

E. D. DAVIS,
"Christian Bank,"
Bernard, Castle, Co., Durham

SPORT

Golfing girls lose their team championship because of poor support

by Stanley Levenson

Golf becomes steadily more popular in schools but there has been a temporary setback for girl players. Because of poor support the Aer Lingus girls' team championship has been shelved after only three seasons.

This deprives Janet Soulsby and Barbara Wilson (Furze High School, Northumberland) of a chance of a hat-trick after winning the tournament last year and this year, aged 15, was also the individual winner on both occasions.

Aer Lingus, the Golf Foundation and the women's golf organizations are now looking at other ways of helping schoolgirls' golf.

In contrast "the boys' event goes from strength to strength" said Mr Mike Bonallack, chairman of the Golf Foundation, at the annual conference in London. The total number of schools entering the 1979 Aer Lingus event, 1,611, was again a record. "The number has gone up every year since it started with 112 schools in 1972."

Basketball team starts year with an international

Fifteen of England's leading schoolboy basketball players will have to be more abstemious than usual over Christmas. Soon after they will gather at Lillesham National Recreation Centre for a training session before a four-cornered tournament at Walsall on January 2-4.

The England under-15 squad is to start its international season with matches against a team from Limburg, Belgium, another from Amsterdam, Holland, with the additional opposition of an under-17 selection from the West Midlands.

The two cross-Channel teams, who will be 16- and 17-year-olds, are local selections as neither Belgium nor Holland has the national schools competitive sports set up which is so familiar in Britain.

It is the first tourney of its kind involving an England team and stems from an England under-15 visit to the two Benelux countries last Easter.

The English Schools Basketball Association has been fortunate to get financial support from the

Walsall Sports Council and the Trustee Savings Bank, and the host schools will be Darlaston and Willenhall.

The England squad was chosen after the traditional inter-area tournament in November, which also serves as a trial for the national team.

Ellesmere Port Comprehensive School provides three of the boys: Iain Rooney, nominated as the "most valuable player" at the inter-area tournament, John Dowdall and Gary Thomas. The others are:

Simon Gervais, (Bluecoat School, Liverpool), Graeme Herron (Thornhill School, Sunderland), Junior (Cortec) Taylor (South Kilburn School, London), Basil Phillips (Lister School, London), Mapfumo Samkenge (Hampstead School, London), Shivinder Singh Gataure (Judgemeadow School, Leicester), Paul James (Moat School, Leicester), Richard Garvey (Waltheof School, Sheffield), Paul Hyde (John Willmott School, Sutton Coldfield), Graham Robjohns (Churston School, Devon) and two boys from Hemel Hempstead, Herts: Peter Lewsey (Adefield School) and Keith Davis (The Mountbatten School).

Mr Bonallack also reported an increased interest in the schools coaching scheme with 1,452 taking part. This number is likely to be boosted next year, he said, because many schools in the Aer Lingus competition have only just heard about the foundation's coaching arrangements.

Another success is the eclectic competition for club juniors which in 1979, its second year, attracted 3,230 tyro golfers.

Eclectic golf involves playing at least two rounds over the same course, taking the lower of the scores at each of the 18 holes; with this system a competent young player could produce some impressively low aggregates. Eclectic golf is seen as a stimulus to young players to play more golf and improve their standard.

The foundation's finances are reasonably healthy. This is encouraging for junior golf for despite the existence of the English Schools' Golf Association, founded last year, the foundation is still the main organizational force.

Science diary

John Maddox Spanner in the DNA works

People are always saying, by way of explaining why science is often disdained by young people in schools, who love to argue (among themselves and with their teachers) that what is wrong with science is that it is too cut and dried. This was one of the premises of the discussion paper, "Alternatives in Science Education" put out by the Association for Science Education while the TES was off the streets (perhaps fortunately for the ASE). So now, read on and kick yourselves for not having argued.

DNA, we all know, is literally the stuff of which life is made. Every living cell capable of reproducing itself has a piece of DNA inside itself. DNA is, of course, simply a kind of chemical, indeed, as these things go nowadays, it is really quite a simple kind of chemical. Each molecule of DNA is a long chain, like a molecule of nylon, or PVC. DNA molecules are just polymer molecules, but industry has not been able to make much use of them—yet.

For the past quarter of a century, it has been known how these molecules are put together and, indeed, where their biological properties arise from. Any respectable textbook of biology or chemistry will almost every level of education, will obligingly explain. Young people who have never seen the stuff are expected to know how it works, and with the certainty with which they are required to explain the difference between heat and temperature.

In the circumstances, I hope I may be forgiven for pointing out that wherever the explanation of the textbooks give they cannot be quite correct. They are not *radically* wrong—it is just that they should be corrected in some small but really rather significant ways. It is not really cut and dried at all.

Here, to begin with, is the conventional explanation of DNA. The molecules are really polymer molecules, with a backbone that is built up in an exactly regular way from two quite simple chemical components—the simple sugar called deoxyribose and the simple chemical grouping called a phosphate group. These chemical groups alternate along the length of the backbone: sugar, phosphate, sugar, phosphate and so on. In real life, DNA molecules may have tens of thousands, or hundreds of thousands of these alternating units strung together, but however long they are it is clear that one end will be recognizably different from the other—putting it crudely, there will be a bare sugar group at one end and a bare phosphate group at the other.

This backbone in itself is dull—nobody is interested. What makes DNA so special is that the alternating sugar groups along the backbone of each molecule each carry a different chemical group, which chemically is called a base. For most purposes, it seems, nature manages quite well with just four kinds, known to chemists as purines and pyrimidines.

Both kinds of chemical groups are derived from flat ring molecules—

molecules of the chemical pyrimidine, for example, are built on the same principles as the familiar benzene molecule, but instead of the ring of six carbon atoms in benzene, there are four carbon atoms and two atoms of nitrogen. The derivatives of pyrimidine that turn up in DNA are thymine and cytosine, called T and C for short. The purines are also flat molecules, but larger—they are built from a ring of six atoms joined to a ring of five atoms. Think of them as a hexagon and a pentagon with one side in common. The two that turn up in most DNA are called adenine and guanine, or A and G for short.

When Watson and Crick first puzzled out the structure of DNA in 1952, they started from the crucial guess, backed up with only a little experimental evidence, that there should be a strong chemical attraction between pairs of these molecules, one purine and one pyrimidine in each pair. Moreover, the argument went, two of these pairwise combinations of bases should have almost the same size and shape, suggesting a specific pairing. Adenine, they said, always pairs with thymine (or A with T) and guanine with cytosine (or G with C).

In a single molecule of DNA, none of this can matter very much. The bases, whatever they are, hang from the backbone of the molecule like so many appendages arranged at random. But what really matters for living DNA is that the molecules do not come singly but in pairs. Moreover, the arrangement of the bases along the length of one molecule is exactly complementary to that in the first—wherever it comes up in pairs, there will be T at the same place in the other.

With these assumptions, it was possible to make sense of what was known in the early 1950s about the structure of real DNA. The model of a pair of complementary DNA molecules which Watson and Crick produced is now reproduced in all the textbooks. It goes like this:

The two backbones of the complementary molecule run in opposite directions—if one has a bare sugar at one end, the other will have a bare phosphate group. Second, the two backbones are twisted around each other in a spiral of great regularity, with the pairs of complementary bases (A and T or G and C) straddling the structure like the rungs of a ladder. And it is a right-handed, not a left-handed, spiral.

That was the great leap forward of the 1950s. Immediately it was clear how DNA must function in inheritance. Once there is a way

of using a single DNA as a pattern for making a new one, then the machinery by which a cell can pass on its offspring molecules of DNA. The achievement of the DNA can control the minute activity of cells, the hunt for the gene, the control of the structure of proteins which keep the cell alive and it appears that the DNA controls the structure of the cell in triplicate. For there are three chromosomes in every cell, and there will be an amine phenylalanine at the corresponding place in the corresponding DNA molecule.

Or it was. Last week, I put a minor spanner into a group of biologists from the University of Leiden by the extraordinary investigation of the simple synthetic DNA containing just six to simple sequence C-G-C-G.

Since C and G go together to form a pair, the DNA molecules should have almost the same size and shape. But what the crystallographers found was that they had a right-handed spiral (and a tighter one) than the model. And so immediately, a possibility arises that in some DNA molecules there is a left-handed spiral, and along the length of a right-handed spiral, the consequences might be guessed.

This, as it happens, is only a spanner in the whole beginning of last month in three biologists at the Research Council's Laboratory of Molecular Biology at Cambridge (also in *Nature* genetic code appears to be the same).

This is a surprising turn of events. For more than 15 years molecular biologists have been gratulating themselves at the accuracy of the code. A few bases (say CAT) are known to be a bacterium's code for a human cell. That is, in a human cell, the bases of which chromosomes are a living cell—there is a code which the independently replicating DNA molecules convert into proteins, which now it appears to be a different code.

How this can be, and how it has arisen that two different genetic codes appear in anybody's guess. So there is plenty of argument. It is the kind of argument in which all kinds of can take part, and most widely accepted what nature is like. It is always like that, and it is a moral for science teachers to be aware of the limitations of what people know, at least some of them, be paid to what is known.

Scientists, not legislators

Many people believe linguists should be custodians of 'good English'. John C. B. Gordon believes such a role should be rejected

The fact that linguistics does not operate with such categories as good and bad English, let alone such intriguing terms as slovenly speech, sloppy pronunciation, or foul language, has given rise to bewilderment and even ill-feeling in some quarters.

After *Dialect and the School*, which explained why such concepts had no place in linguistics, the author received some hostile mail. And when teaching linguistics to students of comparative literature at the University of East Anglia I have sometimes encountered the view that if linguistics is not concerned with establishing the canons of good English, then it is jolly well ought to be.

One misunderstanding can be disposed of at the outset. Linguists are not a special breed of traditional schoolbook grammarians. To suggest that their true function ought to consist in putting the finishing touches to Fowler's *Modern English Usage* and in conducting a campaign against slang, Americanisms and "solecisms" makes about as much sense as demanding that sociologists should produce a definitive guide to etiquette or a handbook on "How to be a Deb".

Linguists are concerned with language as a natural, social and historical phenomenon (and also as an artificial phenomenon in so far as they are concerned with computer "languages"). In other words, they see themselves as scientists, not legislators. However, this does not fully explain the widespread hostility among linguists to many of the linguistic value-judgments prevalent in society.

Quite apart from perfectly reasonable questions as to how scientific linguistics really is, it could be argued that linguists have chosen to regard language in one particular way, and that would be to regard it as a human cell. That is, in a human cell, the bases of which chromosomes are a living cell—there is a code which the independently replicating DNA molecules convert into proteins, which now it appears to be a different code.

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In order to answer this question it is necessary to distinguish two different kinds of widespread folk-linguistic value-judgments. The first concerns dialects (varieties of language differing in vocabulary, grammar and pronunciation). The second concerns concepts of grammatical correctness.

Many dialects and accents are widely regarded as somehow inferior to others. There is no evidence whatsoever to show that any dialect is intrinsically inferior to any other. Anything, from casual comments about the weather to highly abstract thought, can be expressed in any dialect of English, and there is no evidence that any dialect either hampers or favours cognitive development. Accent is equally irrelevant: the logic or complexity of a statement obviously cannot have anything to do with whether it is pronounced with a Cockney accent, a Norfolk accent, a Glaswegian accent, or received pronunciation (popularly called Oxford accent).

Standard English is only one dialect among many and has attained its supra-regional position and social prestige as the result of a complex series of historical accidents. This is not to deny the usefulness of a supra-regional dialect nor the case for at least approximating to it when, for example, addressing a non-regional audience. The immense prestige enjoyed by standard English does not only reflect its usefulness, but also the social prestige of those who use it.

It has been described as more logical, more precise and more beautiful than other dialects. These are, in fact, the very epithets that have always been applied to high-status accents, dialects and even languages (French and Latin).

Non-standard dialects and most regional accents are generally described as quaint

(if rural) or ugly, harsh and illogical (if associated with industrial conurbations). This is simply a reflection of widely held attitudes towards town, country and industrial workers. If standard English and received pronunciation were highly rated merely on account of their usefulness, one would expect far more tolerance to be shown to approximations to them.

Value-judgments on varieties of language are not what they purport to be: far from being objective, they are simply reflections of judgments on the speakers of those varieties. Those whose social status is low almost invariably find that the rest of society does not have a high regard for their speech, any more than it has for their life-style. This is one reason why many linguists are suspicious of theories such as Bernstein's theory of restricted and elaborated codes, that appear to dress up folk-linguistic value-judgments in a new guise.

It is precisely because attitudes to speech reflect social attitudes that they are potentially—and actually—harmful. As Trudgill observes: "Millions of people who have English as their mother-tongue are persuaded that they 'can't speak English'." (Peter Trudgill, *Sociolinguistics: An Introduction*, Penguin.) If a child's speech is consistently disvalued (however tactfully) in school, this will hamper the development of his ability to express himself confidently and clearly outside his peer group and family. If he feels that the school is rejecting his speech, then it would not be at all surprising if he were to reject the school and, with it, the entire education system.

As far as the question of correctness is concerned, there are probably very few linguists indeed who would insist that nothing anyone says or writes should ever be regarded as ungrammatical. The concepts grammatical and ungrammatical are central to mainstream theoretical linguistics, but these terms are nearly always applied to sentences constructed by lin-

guists in order to elucidate and illustrate the workings of the language, and are not used for the purpose of correcting anyone or telling anyone that they are not speaking (or writing) properly; nor are the terms used in order to provide a list of irksome don'ts.

For example, a linguist might say that if a sentence consisting of a subject, verb and object is paraphrased as "What X did to Y was Z it" the resulting sentence will only be grammatical if the verb implies a change of state.

Thus John broke the windows would become What John did to the window was break it (grammatical) while Mary explored the Fens becomes What Mary did to the Fens was explore them—which no doubt would be regarded as anomalous by native speakers of any dialect of English, except in a humorous context. In such cases the linguist decides what is grammatical on the basis of his own intuitions as a native-speaker, and not on the basis of professional expertise or reference works.

The sentence *What Mary did to the Fens was explore them*, like so many other ungrammatical sentences constructed by linguists, has none of the features that commonly attract the labels "bad English", "incorrect", or "ungrammatical". These terms are generally used by non-linguists to describe a number of phenomena, including: non-standard forms in speech and writing (double negatives, ain't, dropping h's); forms which seem too casual to the listener or hearer (slang or colloquialisms); violations against rules invented by pedants (split infinitives); actual mistakes in the form of violations (other than non-standard forms) against the basic workings of standard English.

Just as there is nothing wrong with non-standard dialects, there is nothing wrong with non-standard forms in speech or writing: other otherwise approximate to standard English; of course, such non-standard forms offend against convention, but the

convention is neither rational nor necessary.

Writing must be clear and comprehensible to the intended audience, and this generally involves the use of complete sentences, punctuation, correct (or near-correct) spelling and the avoidance of exophoric pronouns, and perhaps regional vocabulary, etc. Convention may require a relatively formal style, but there is no point in making a fetish of formality.

Rules that ban splitting infinitives, beginning sentences with conjunctions, ending sentences with prepositions, or that decree the use of *It's I*, are absurdities invented by pedantic fault-finders, and seem to be designed to turn speaking and writing into something rarified and esoteric. These rules are not based on any observation of the way English is actually used (except in a negative sense), nor do they reflect native-speaker intuitions. On the contrary, since they run counter to native-speaker intuitions there is an excellent case for regarding them as ungrammatical.

This leaves the last category—violations (other than non-standard forms against the basic workings of standard English)—as almost the only kind of mistake that merits the name. In conversational English people often use singular verbs with plural subjects, use incomplete sentences or get lost in mazes—sentences which are so elaborate that the speaker becomes entangled and abandons or simplifies them in mid-sentence.

Such features are simply characteristic of English as it is normally spoken in casual and informal settings. Written English, however, will necessarily remain more formal than spoken language, and such phenomena are not acceptable in writing. The fact that writing is something rather different from merely a graphic representation of speech helps to explain why it takes so long to learn.

The process of learning to write involves, among other things, the acquisition of a considerable body of sociolinguistic knowledge about styles, levels of formality and many other conventions. For example, a child has to learn to write to strangers in a different style from that which he would use if writing to a close friend. (There is a comparable convention for speech.)

In the long term the most helpful development would be for society to become much more tolerant of linguistic diversity. In the meantime, however, there is no reason why individual teachers should not become as tolerant as they dare.

All teachers should have a good knowledge of the dialects spoken by their pupils. (This does not mean that they should speak the dialects concerned, but they should be aware of how they differ from standard English, and of features that are likely to be mistaken for errors.)

As far as speech is concerned, the child should be encouraged to express himself with confidence in whatever dialect he wishes. No attempt should be made to teach him to speak standard English or to make him alter his accent. Any such attempt is likely to be largely unsuccessful anyway and may undermine the child's confidence in his ability to express himself, which in turn may make it difficult for him to interact with people who do not speak his dialect. (If a child wishes to speak standard English he can acquire it easily enough without being taught it.)

Value-judgments and notions of correctness should generally be reserved for the written language, vocabulary, those sociolinguistic conventions that are of real importance, and literary criticism.

Ultimately, there is no reason why the conventions of written English should not be relaxed to a considerable extent, but at the moment this prospect seems a long way off.

John C. B. Gordon teaches in the Language Centre, University of East Anglia.



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Direct grant schools get time to reconsider

Direct Grant Schools which choose to become maintained, but have not yet done so, will be given time to reconsider their position in the light of the revised places scheme, Mr. Mark Cardle, the Education Secretary has said. Regulations will be amended which will allow the schools to receive a grant in respect of pupils entering such schools next September. It may be considering applying for membership of the assisted places scheme.

Supplier hit by cuts

E. J. Arnold, the educational suppliers, has listed reductions in prices to 180 staff largely because of public spending cuts. Their book market has been badly hit by the cuts in prices and falling circulation. Mr. Arnold said that the deputy chairmen estimated that the school authorities have cut school budgets by about 10 per cent. This has meant that they had not kept pace with the rising prices of books, particularly in the area of science.

Oxford colleges drop entry needs to admit more comprehensive pupils

Five Oxford colleges are to lower the entry requirements for one of their courses in order to admit more pupils from inner London comprehensive schools.

Admission by slightly lower grades of "A" level to the philosophy, politics and economics course will start in October 1981.

New director for North London Poly

The assistant director of North London Polytechnic, Dr. David MacDowell, is to be director designate from January, when he will also take over as acting director. He will succeed Mr. Terence Miller, director of the PNL since it was created in 1971.

Dr. MacDowell was appointed assistant director last January after

science students was taken by five colleges. Places were given to candidates with A's and Cs instead of the usual B's.

For the past few years he has been visiting colleges and visiting the university for a few days with a view to their pupils to apply to the colleges.

He was six years as Master of College, Durham, before that he was a lecturer in the Department of Education, University of London. He was formerly the Minister of Education, North London Polytechnic. He was a member of the House of Commons in 1975. He was a member of the House of Commons in 1975. He was a member of the House of Commons in 1975.

No better, no worse

A group of young people who have lived in care suggest teachers badly need to reassess their attitudes to such children

Young people in care feel a lot needs to be done to educate teachers about children in care, and how they should treat them. Teachers should be aware that children who go to school from children's homes feel different from other children. Their teachers are most often ignorant about children in care, and really need to be taught themselves what care is.

Here are four main points:

● The majority of children in children's homes are not there because they have committed an offence.

● It is hard for a child to tell his classmates that he doesn't live with his parents, but is in a children's home. However, the teacher should not take it on himself to divulge this information unless he has consulted the child first, or the child has asked him to.

● The teacher should not treat the child in care any differently from any other child in his class, any better or any worse. A child in care knows when he is being treated differently from his school mates.

● If a teacher knows that she has got a child in care in her class then that is all she should know. She shouldn't try to delve into the child's past and bring out points in the child's history that are the privacy of that child.

If teachers were better informed about children in care, their attitudes would change. They would not do some of the things that they do to children in care which put those children in very embarrassing and distressing situations.

For instance, they would avoid doing things like offering to pay for things for children in care because they think they have no money, or cannot bring money to school for the things other people bring money for. They would be very careful about asking the class to do things like family trees. Our group questions the need for exercises like this, especially when they can cause such distress. Children in care may have very difficult things in their families and their past.

One group member said: "Every time my sister came home from school having had to write a survey of her family she is very distressed at having to lay her life on the line for everyone to see."

Likewise teachers should be listening to what children in care say they want to do, not forcing something else on them. On Mother's Day some young people are forced to send Mother's Day cards to the people teachers think they should send them to (eg. officers in charge) who may not be the person the child wants to send the card to. Children should be given the choice of who to send things to.

Every child in care can contribute examples of pain and embarrassment at school because of their situation. Here is one of them:

"One experience I remember was in a history lesson when I was 13, when the teacher asked us to make a plan of our homes. Instead of making a plan of the children's home where I lived, which is a big old Victorian-style house, I did someone else's home. I did this because I was embarrassed at the fact of living in a children's home. The home I lived in had 28 children, whereas everyone else had a normal home with a normal background."

The teacher knew I was in care, but she didn't say anything when I handed the drawing in. It would have relieved my mind if she'd have said she understood. Or she could have helped me tell



Visiting parents say a last goodbye to their three children in care. Are teachers aware that most children in care are not there because they have committed an offence?

the class. Maybe she didn't do this because she was a bit confused herself. If she hadn't been confused, she might have been able to help me."

Another problem that frequently crops up is the addressing of envelopes to parents. When in doubt teachers should put the surname of the child on any correspondence, rather than cause embarrassment to that child.

Then there is the problem of school books based on an idealistic view of the family. People assume that everyone has a basic family consisting of father, mother and two children. They do not take into account the many children in one-parent families, or who live with grandparents or older brothers or sisters, let alone all

if teachers accept the varied backgrounds of everyone in the class can some of the exercises like family surveys and family environments be useful. (This applies to children of any age. There are children as young as five and six years old living on a knife edge. Anything said about their past or their family may put them back into their shell.)

In the hands of a good teacher, sensitive areas—being in care, being out of work, parents being divorced—could provide useful discussion. Badly handled, they could easily cause considerable upset and damage to a child.

Above all, teachers should remember that children in care want to be treated the same as everyone else. This applies at all times, including when the child is upset. Teachers can go and ask him what is the matter, as they would with other children. They should not go and phone the houseparent straight away.

In everyday life at school a child in care does not want to be pished, he wants above all to find his place in society, not with a "child in care" label, but as an equal person with equal rights.

This is not helped by the teacher who states: "Well, he's in care, so we'll excuse him this time." This segregates that child from his classmates, making him effectively a teacher's pet.

The opposite of being teacher's pet swears other children in care. This can be because people outside the care system assume that to be in care is to be a criminal. Therefore the child in care gets treated as one. If a book is missing in school, his "care" label makes him a prime target.

This is not always due to nastiness or viciousness on the teacher's part, but to ignorance. A teacher does not know that to be in care is not always your fault. Too often it is assumed that to be "in care" is a euphemistic title for borstal for younger boys.

Teachers should be aware of the problems of doing homework in crowded conditions, crammed between tea-time and bath-time, of other children in the home stealing or destroying school books, and homework therefore not being handed in. They should also be aware that children in care are likely to have fallen behind of their education through no fault of their own, with family difficulties, many changes of home and schools, and many other things on their minds.

We feel that some children in care would like extra lessons in school, say, with other children who have fallen behind for different reasons, like illness. This must not, however, be seen as punishment. Other children would prefer extra tuition in their homes, which could be arranged between the social services and the education services. All children in care should be told of their rights to this sort of help and to further education.

All we have written suggests that teachers in their training ought to receive more education about the problems of living in care. Children in care could be invited to speak to them about care, or videos could be shown. We recommend that they should learn about the children's Act, and the nature of care.

Then they will be better equipped to help the child in care to understand his problems without delving into his personal past, and to know who else they might turn to if the child needs help.

The writers are members of the "Who Cares? National Young Peoples' Action Group". In care, "Who Cares?" was published by the National Children's Bureau (1979).

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Lands of their fathers

Stephen Corrin on folk tales

Some Day Been Day: West African Pidgin Folktales. By Loreto Todd. Routledge and Kegan Paul £5.95. 7100 0024 J.

Tortoise the Trickster and other folktales from Cameroon. By Loreto Todd. Routledge and Kegan Paul £3.95. 7100 0022 7.

Tales from the Panchatantra. Retold by Leonard Clark. £3.95. 237 4439 0.

The Friends of Abu Ali: Three More Tales of the Middle East. Retold by Dorothy O. Van Workum. World's Work. £2.95. 437 86019 1.

Short Stories from Wales. Edited by David Ellis. Wheaton. £1.10. 08 021865 2.

It is one thing to study Dr Todd's fascinating African stories as a folklorist, but perhaps quite another in confronting impressionable youngsters with tales where, for example, a wife is killed and offered to guests as a totemic meat dish, or where a mother actually rejoices when her naughty daughter can no longer speak, smell or see.

Some Day Been Day, an expanded version of *Tortoise the Trickster*, has the original Pidgin text of each tale facing Dr Todd's translation, which is simpler and more vivid than the one she has specially prepared for children. The latter, though, has the advantage of being narrated against a background of a family story-telling session and provides the young reader with an introduction to the folk-literature of West Africa.

Dr Todd believes that "the family setting will promote discussion among readers, encouraging them to identify with the individualised characters." But what about the more squeamish members of the family? "Ma knew that they wouldn't sleep if she sent them to bed at this stage," is the not surprising comment after one particularly macabre tale, and "Ma" might certainly have said the same thing after many of the others in this book. *Some Day Been Day* will be of little use to teachers as such unless perchance they are students of linguistics specialising in Pidgin with particular reference to Cameroon Pidgin English. For these Dr Todd has included a simple grammar and a lengthy, scholarly discussion of the development of Pidgin English in Cameroon.

Tales from the Panchatantra are of an entirely different provenance and of far greater antiquity—some where around 200 BC. By the reckoning, therefore, "The Lion and the Mouse" in this collection antedates our own "Beetle and the Ant" (a version of which is by more than a thousand years, Mr Clark's narrative, simple and unadorned for the most part, tends at times to be a trifle long-winded. The lengthy dialogue, for example, in "The Mouse's Story," between two monkeys (named Hairy-Ear and Big-Rump) would read even better after a little pruning. Despite one or two gruesome bits, the tales somehow lack excitement and the endings are abrupt and flat. Whether the humour is as subtle as the publishers claim is open to debate but they are probably justifi-

fied in thinking that most children will appreciate that the banter of the animal characters reflects moments of everyday life. Jeron Roy's exquisitely detailed black and white drawings are a magnetic delight to the eye.

The mildly humorous misadventures of Abu Ali are a sequel to the first set of stories about the eponymous hero of these, very slight, tales—a sagacious young fellow, shrewd at showing up the foolishness of his friends and, with touching modesty, sometimes his own. The book has considerably more illustrations than text, which averages out at three words a line, but I can find no justification whatsoever for the blurb's claim that the "pictures are full of authentic Middle Eastern detail".

Coming back to modern times, *Short Stories from Wales* is an uneven raggle of 12, ranging from the tame and pedestrian to the wizardry of Gwyn Thomas's "White Birthday," an unforgettable telling of the birth of a lamb amid the deep snow of the Welsh hills under the menacing scrutiny of scavenging ravens. Another worth mentioning is Rhys Davies's "Resurrection"—Guy de Maupassant Welsh style. The collection consists of work written since 1900 and aims to "provide a wide-ranging reflection of aspects of Welsh life." Only three of the tales were originally written in Welsh (oddly enough, remarkably few Welsh short stories were written earlier than the twentieth century) but the characteristic stress and lilt are audible in every phrase and the land of their birth is beyond disguise.



"Twelve Tales for a Christmas Night" (Rex Collings £4.95) is a collection of seasonal stories by Arthur Scholey, some based on ancient legends and customs, some modern. Illustrations by Rex Gibson project the seasons. This one, introducing "Light" is followed by the candle, the star and the tale.

Bumper bundle

Henry Pluckrose on information books

Look It Up series. Macmillan £1.95 per volume. The whole set will be available for £25.00.

Deans. A. and C. Black £2.50 per volume. Closer Look Books. Hamish Hamilton £2.25 per volume.

A close colleague asked me recently whether reviewing books destroyed the soul. "There's so many you don't like. It is so hard to give prizes?" "Feeling terribly inadequate," I reiterated to my desk to unwrap the latest offering and to discover, to my delight, that I could for once write a eulogy rather than an obituary.

There are so many encyclopaedic topic-type books for young children on the market that I felt sure that no new series would cause me to wax enthusiastic. But the *Look It Up* series has made me change my mind. Written for six to nine year-olds, the 15 titles set out to cover the main areas of children's interest, dealing with such topics as People, The Earth, Animals and Birds. The format of each volume is a mixture of coloured photographs, artists' impressions and line drawings, all illustrations being linked by a simple but coherent text.

The marriage is, on the whole, a happy one. Certainly the photographs and the artists' impressions blend exceptionally well. I set a little less happy with the information which is presented in cartoon form. Visual stimulation might draw children's attention to a "don't" page (like activities based upon watching the weather) but surely we do not need to patronize

them in this way. This is only a reservation about an otherwise excellent new series which ought to place in every infant and primary school classroom.

A. and C. Black have also produced a new series called *Deans*. Each volume examines a life style, relating it where applicable to the historic past. Thus *The Blacksmith's House* and *Jubilee Terrace* look at the life and culture of the Blacksmith and the Jubilee Terrace, respectively. The concentration here is upon the natural uniqueness-making it a natural comparison with life in other countries. Each book is beautifully illustrated in colour with photographs and drawings. The series follow children's experience (like visiting to the doctors, a day in school, a day in a home, a day in a hospital, a day in a museum, a day in a zoo, a day in a park, a day in a garden, a day in a field, a day in a forest, a day in a mountain, a day in a valley, a day in a river, a day in a lake, a day in a sea, a day in a sky, a day in a sun, a day in a moon, a day in a star, a day in a planet, a day in a galaxy, a day in a universe).

The only disappointment in the series is *Pottery*. This book, which lacks the liveliness of the other books in the series, is a little less happy with the information which is presented in cartoon form. Visual stimulation might draw children's attention to a "don't" page (like activities based upon watching the weather) but surely we do not need to patronize

Creativity at Christmas

LIZ HERON looks at seasonal exhibitions and activities, with the emphasis on participation

with the title *Looks Interesting*, on January 3 and 4.

London has much on offer, with plenty of scope for practical activities. Children curious about Christmas can sample *A Stuart Christmas* at the Geyfrye Museum, Kingsland Road, E2 (01-739 8368) on December 21, with sweet making and forming traditional garlands from evergreens, holly and herbs, and a talk on Christmas in the time of Charles II.

On December 22 *A Victorian Christmas* includes music-making sessions, carol-singing and making Victorian Christmas cards, as well as a talk on *Christmas in the time of Queen Victoria*. Both are full-day workshop events from 10 to 4 pm and are open to children over seven—children under seven have to be accompanied and supervised by an adult. On December 28 and 29 a 3 pm there will be talks on *Christmas in the 1930s* and *A Winter Christmas*.

The historical theme is also in evidence at the National Portrait Gallery, 2 St Martin's Place, WC2 (01-930 1552), where there is an *Elizabethan Masque* based on the



Recipes to take home...

recipes to take home. Throughout Christmas there is also a Teddy Bear exhibition with a demonstration of making teddy bears at 2 pm on January 4.

Both the National Museum of Wales, Cathays Park, Cardiff, and the Welsh Industrial and Maritime Museum, Bute Street, Cardiff, will be providing Christmas quizzes and drawing materials free for children in the eight to 13 age group over the holiday.

In Manchester the North West Museum of Science and Industry has a Christmas exhibition called *The Fun of the Fair* until January 7. That's in Grosvenor Street, Manchester (061-273 6636), while at the Athenaeum, Princess Street, there will be painting workshops

portraits of Sir Henry Union on December 31 and January 2, 3 at 1.30. Children will make their own masks and puppets and will learn Elizabethan songs and dances. Would-be performers are asked to bring their own scissors and to wear leotards or something similar. Advance booking is necessary.

Food, as well as history, is on the menu at the Tower of London, EC3 (01-709 0765) at what will undoubtedly be a very popular event; a medieval feast and entertainment, prepared by the children themselves. As well as cooking the feast and decorating the hall, they will play games, dance, sing and perform a mummings' play, for which they will make the costumes. This is scheduled for 10 am to 3 pm, December 31.

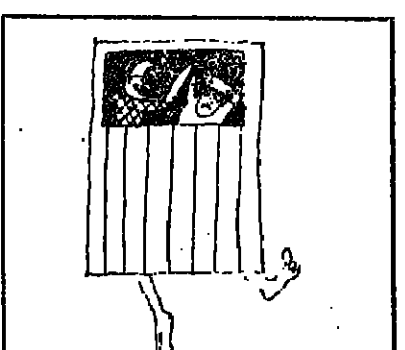
There are still more practical activities at the Bethan Green Museum of Childhood; on December 27 and 31 at 2.30 children can look at the small toys from all over the world, choose one to draw and make their own from soap materials. Professor Percy Drew Junior will be at the museum with his dog Toby on December 29 to present a traditional Punch and Judy show, at 2.30 and 3.15 pm. On January 2 and 3 there is *The Movement and Dress Show* with Ronnie Le Drew and the Wizard from the Puppet Centre showing some ideas about making and playing with puppets. Also taking part in the show are students from the London School of Contemporary Dance, who will demonstrate choreography.

The Horniman Museum, London Road, SE23 (01-699 4911) offers a glimpse of a Ukrainian Christmas and children can join in celebrations with a Ukrainian family. There will be national delicacies to eat and traditional music on December 31, 3 pm. Booking is essential. On December 28 at 3.30 there is a lecture, *Man and Mountains* with colour films, slides and

recordings from different parts of the world.

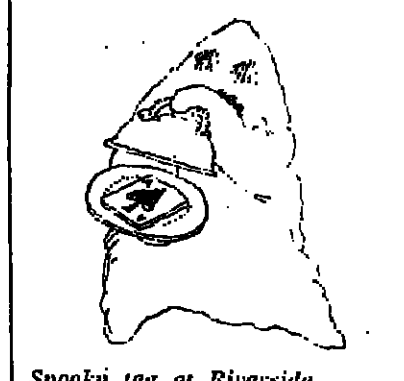
A number of museums are running games and quizzes throughout the holidays. At the Tate Gallery, Millbank, SW1 (01-821 3131) *Ham the Parcel* sends children in search of clues and surprises to be found in the Tate's collection of paintings (until January 12). On January 10, the poster reproductions and other items hanging on the Christmas tree will be given away. *A Winter's Trail* is the quiz at the National Gallery, Trafalgar Square (01-839 3321) and there is a drawing or painting competition for children of 14 and under, on the theme of "Winter in Person".

The Natural History Museum Children's Centre will be open for the holiday and will provide quizzes, nature trails, books to read, and opportunities for drawing and modelling. The Natural History Museum is in Cromwell Road, SW7 (01-589 6323).



Contemporary Dance and Punch

The V & A Christmas Quiz is at 3.30 on December 23. A series of questions based on the V & A collection will be put forward by panels of celebrities who will include Punch columnist Miles Kingston and actor William Franklyn—at



Spooky tea at Riverside

the Victoria and Albert Museum, SW7 (01-589 6371).

Also on December 23, at 3 pm, the Common Stock Youth Theatre will present a *Spooky Christmas* jamboree for children from seven to 12, at the Riverside Studios, Crisp Road, SW6 (01-748 3354). Children will participate in creating a theatrical performance on a spooky theme, and eat a "spooky tea" with black and white food.

The Camden Arts Centre, Arkwright Road, NW4 (01-435 2643) is running four week-long courses, from December 31 to January 4: pottery for six to 10-year-olds, puppetry for eight to 12-year-olds, dance for eight to 14-year-olds and painting for 10 to 14-year-olds. The painting course costs £19.50 and the others £18.50.

A variety of Christmas films can be seen every afternoon until the end of the month at the Commonwealth Institute, Kensington High Street, W8 (01-602 3600), while at the Museum of London, London Wall, EC2 (01-600 3699) there is a series of feature films and documentaries on the theme of "London's Transport". These include *Gordon's Trolley*, *Pool of London* and *Gordon's Night Mail*.

Cartoons and War runs daily at the Imperial War Museum, Lambeth Road, SE1 (01-735 9922); it is a fifty-minute compilation of First and Second World War cartoons designed to help the war effort. There are also holiday quizzes and an exhibition about life in Britain during the last war.

Balletomania

Rosemary Hartill

Life at the Royal Ballet School. By Camilla Jessel. Methuen. £4.50. 416 86320 5.

My favourite photograph in this book shows three young dancers sitting on a wooden park bench in a strident sunlight. With hair plaited neatly on top of their heads, they are industriously darning the soles of their pointe shoes to make them less slippery and to make the delicate satin lace, the caption explains that professional dancers, in fact, rarely have time to darn every new pair, so they simply cut the slippery satin from the toe.

But this is the Royal Ballet School, where from the beginning the students have to do things properly. Those who like short cuts, however tantalising, attractive or seemingly sensible, soon learn that they lead not to the stage, but to the exit sign. Anyone wondering, in this age of technology, the ballet school cannot simply alter their style of manufacture is forgetting that this is a world of tradition. What was good enough for Pavlova, is presumably considered good enough for the 14-year-old at the Royal Ballet School.

That picture sums up this revealing, honest and (in the best sense) careful book. Its experienced photographer/author Camilla Jessel not only knows what she wants, but how to get it. This book, she explains clearly at the start, "is about the grinding hard work of training for ballet. It is not a technical book designed to show examples of perfectly executed poses; rather it is the study of a struggle to get better and better and better." And what the struggles, the failures—often with the help of quotations from children and staff.

The result is an unglamorized, well-organized, well-written, sympathetic outsider's view of what life is like at the school. Even academic aspects, the author tells us, are taught by means of balletic images: it is easier to remember where Australia is if you know that one day you may be touring there.

For the stage-struck child, this book will be both a warning and an inspiration. For the rest of us, it is a joyful insight into dedication.



"Journey to Bethlehem" by Abbie Kopyeva and Tara Seibla tells the familiar Christmas story in pictures of textured paper, accompanied by traditional text (Macdonald and Jones £3.50).

Review letter

Sir—There is no accounting for taste, or perhaps it is a consequence of the season of reviewing. Mr. Williams, in his review of three recent and excellent books, has gone over the edge. Poor old Peter Lane and the OUP! And as to R. B. Jones (Longman) treating the twentieth century "as a kind of epilogue" and implying that Jones doesn't show just how it has seen even greater changes than its predecessors—well, I suppose he must have turned over a few pages in Jones's book for he noticed some of the well-known pictures. Did he notice the sections specifically dealing with (not merely casually mentioning) Britain and the UK? Or did he find the same in Derry and Jarman?

ROBERT L. SMITH
25 Yew Tree Lane,
Snoozeage, Hartfordshire.

Christmas past

Next week two popular children's book writers, Laura Garfield and Naomi Mitchison, remember Christmas celebrations of years past.

Babytalk

Peggy Heeks

Our new baby: a picture story for parents and children. By Gretie Fagerstrom and Gunilla Hansson. Macdonald Educational £2.95. 356 06260 0.

"Do you think I have forgotten anything?" asks a character in *Our new baby*. It seems unlikely. In this picture book we follow the Williams family through the time of mother's pregnancy to the arrival of baby Katie, sister for Peter and Lucy, months in which the children ask many questions about conception and birth, all deftly answered by the parents. Conception, menstruation, postnatal depression, sibling jealousy all get a slot. But the authors' aims have been even wider. They have set out to describe varying types of family background, to give assurance that "every sort of emotion is part of daily life and needs to be expressed", and have even touched on problems arising from "the consumer society's pressure on families with children".

The strength of the book is in the frankness and friendliness of the approach, and its affirmation of the power of family affection to reach to many audiences. With a picture strip format designed for children who have not yet learnt to read, it is combined in content with a much older readership.

Although publicized "for parents", the price may well mean it has institutional rather than private purchase. There is a recognition that children need to proceed at their own pace in this subject, yet a stern warning is issued: "IT IS IMPORTANT THAT THE BOOK IS READ TOGETHER WITH AN ADULT". The coverage goes far beyond that wanted by many children faced with the prospect of a new baby in the

family. This is a very good book, and I should very much like to see this excellent series extended.

The only disappointment in the series is *Pottery*. This book, which lacks the liveliness of the other books in the series, is a little less happy with the information which is presented in cartoon form. Visual stimulation might draw children's attention to a "don't" page (like activities based upon watching the weather) but surely we do not need to patronize

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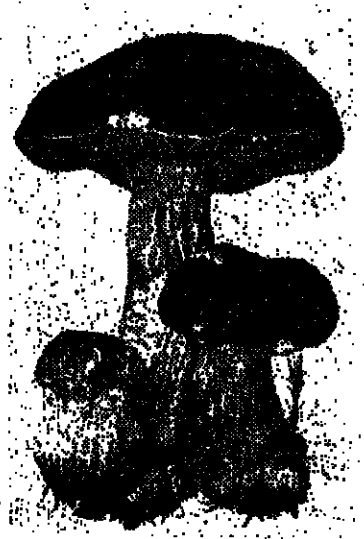
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The Penny Bun Boote from Balble

Fungl, one of two Mushroom Charts from Frederick Warne. The chart depicts the 16 types of edible mushroom most commonly found in the British Isles, including *Poor Man's Beefsteak*, *Hedgehog Mushroom*, *Horn of Plenty* and *Lady's Finger*. Both common and Latin names are given. The full colour drawings, by Claus Caspari, also show how to make a spore print, as at old identification. In the same series, the *Berry Chart* includes more than 20 British plants, each classified as edible, non-edible and deadly poisonous. Each chart costs 40p plus VAT from Frederick Warne (Publishers) Ltd, 40 Bedford Square, London WC1B 3AH.

Galt Toys have a new range for Christmas which includes a model fairy tale wall frieze and new versions of four traditional board games, among them fox and geese and nine men's morris.

There are 15 new items altogether, and besides being on sale at the usual stockists they are available by mail order. Further information from Galt Toys, 30-31 Great Marlborough Street, London W1.

From transport to the Bogeyman

Mabel Lucy Attwell (whom Aristotle compared with Enid Blyton last week) and Raymond Briggs, are currently the subjects of two exhibitions in Brighton.

The Attwell show, which is at the Brighton Museum until January 27, 1980, marks the centenary of her birth and portrays her career as a commercial and creative designer of both greetings cards and campaigns for dental health and public transport. Exhibits include posters, ceramics, books and toys, much of it on show for the first time by permission of the artist's family.

The work of Raymond Briggs, who lives and works in the Brighton area, is on show at the Grange, Rottingdean, until February 3, 1980, and includes illustrations from his well-known children's books. These include *Pussies the Bogeyman*, *The Snowman* and *Father Christmas*, for which the artist was awarded the Kate Greenaway Medal in 1978 for the second time.

Further information from the Exhibitions Department, Brighton Museum, Church Street, Brighton.

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Flemish workshops

Dutch and Flemish paintings of the 17th century are the basis of a holiday project at Kenwood, in North London. The project is intended for children between the ages of nine and twelve, and will include activities such as drawing, quizzes, music and drama workshops. A play, *Rembrandt Comes to Kenwood*, will be presented on Saturday, January 5.

The project runs from January 2-5 inclusive and is free. A one-day version, designed for schools, will be available during the two following weeks in January. Advance booking is essential.

Further information from John Jacob, Curator, Kenwood, The Leagh Beguest, Hampstead Lane, London NW3.

They that went to the sea in ships

The National Maritime Museum has opened a new gallery devoted to iron and steel ship building and the handling of cargo from Roman times to the present day.

Among the exhibits is a diorama of the propellers of the launch of Brunel's "Great Eastern" at Millwall shipyard in 1857, complete with hot chestnut sellers, timber sawmills and workshops.

The scene from Roman times shows a typical North African port, and the detail includes quarried stone, storage jars and a fully clark handling our small sticks to the stevedores as token of payment.

The gallery, which was opened by the Minister for the Arts on December 5, is housed in the New Neptune Hall.

Further information from The Schools Liaison Officer, The Education Services Section, The Half Deck, National Maritime Museum, Greenwich, London SE10 9NF.

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More black teachers?

Elaine Sihara

How has the British school helped the black child to underachieve, and eventually become alienated? Look at the hierarchy of the school. How many black faces are there in the positions that matter? How many help to shape the policies for educating the black child, let alone those for both black and white?

There are some black teachers, but as one climbs the educational ladder even the token face is missing. Yet this is the level at which they are needed.

Of course this lack is no surprise to the black community. Through this biased hierarchical structure, the inferior status of the black man is upheld and perpetuated.

There have been suggestions of recruiting more black teachers to help the black child, but is this really the answer? Colour has

hardly ever been the West Indian's problem. Regardless of who the teacher was in the West Indies, black children could learn because they were not made to feel inferior. White teachers who go abroad are either missionaries, volunteers or people seeking a new life. They are therefore more willing to adapt and adjust and to make sacrifices to further their individual ends.

Teachers in Britain are different. They come into the profession with the usual preconceptions about black people. The majority are unlikely to have had real contact with black people. They are also predominantly middle class in outlook, wishing not only to retain their culture, but pass it on to their charges.

None the less, I disagree with the notion that there should be more black teachers specifically for black children. The problem lies not in who teaches what, but in the attitude of society at large. I believe that it is foolhardy to educate the black child in a multi-racial society with only black teachers.

West Indians like myself have gained enormously from being taught by all races. It is unacceptable for children to be taught by

black teachers simply because they themselves are black. This is as repugnant as having a white-only staff in multi-ethnic schools.

The most urgent need is to have at least one black teacher in every all-white school. Not only would the minority-group children benefit; the white children, especially in remote areas, would realize that other races can teach, and are quite human too!

Finally, if the profession is to

be an all graduate one, we need to look at post-graduate teacher training. At present it is woefully inadequate for preparing young teachers. During my interview for such training, I was asked what I would do if a white child called me names, or refused to be taught by me. This was not unexpected; I was the token black face among 215 other trainees at Cambridge. Yet none of my colleagues were asked the reverse question, even though many of the problems in multi-racial schools stem not so much from blacks teaching whites, but vice versa.

At this elite establishment, the question was included because it was taken as axiomatic that the white teacher in a British school would have no trouble, regardless of the number of blacks present. There were also no lectures, and only one abortive attempt at a discussion. The sum total of knowledge shown by the tutors on this sensitive topic could barely fill a page. Until the tutors themselves are trained to help the student teacher then all the talk of better resources, more teachers, and "multi-racial" education, is just a front to divert attention from the real issue.

Creative writing: is it as bad as all that?

Robert Leeson

If any inadequacies in attempts to compose stories or poems are the fault of the teacher, then the teacher's inadequacy is the fault of his or her training.

So perhaps teachers like me ("Has creative writing gone far?" December 7) protest too much, particularly when also insinuates that some teachers who go in for creative writing are trying to make thornier paths of real teaching.

Teachers have to be taught for that their needs have not been identified. As an outsider who has worked in some 100 schools of every kind, and seen just every approach to creative writing, I can only say that I met teachers, new or old, who correspond to Linda Hall's attitude.

But I have met many who would seek guidance. The bulk of her article contains valid points, but this is negated by the first two thirds, which render any young teacher's

It will also encourage schools who publicly and privately think this writing business a waste of time—and by that I mean Linda Hall's way, or anyone else's way.

For her the word creative is just a fancy word. It is not a word which suggests anything being which has not been before. Creativity in a child has never before been mentioned in the context of writing, but that does not mean "creativity" is not at work.

For me, and for many teachers, the first step is crucial. It is to be development. Every child develops. They bring with them their own vocabulary (their own words) and learn how many of the ways in which words can be put together, and they draw words from the outside.

I have often observed children whose academic rating was low, but whose creative rating was high. Their words were not the words of Paradise Lost, but they had good given birth. It was a good thing to do, and the creative element in such a small thing is the essential meaning of the word.

Linda Hall makes two common references to children's writing. By misusing the word "creative" she confuses the issue. The word "creative" is used in the media to describe the work of the artist, and the work of the artist is taken as the model for the work of the child. The child's work is seen as a copy of the adult's work, and the child is seen as a copy of the adult.

All are valid. The range of creativity in the young is enormous, as is that in the adult world. But television is the valid model for many children's writing, as far as they are concerned. This is where they begin.

My own approach has been to recognize this, to accept the story and, in an encouraging way, to write down the pleasure of the story with the often painful pleasure and measure of the story.

As they gain confidence in writing, the book becomes real to them, their range of words is widened, and their range of writing is mutually enhanced.

By all means let us recognize creative writing in the young, but let us not let it become a model for the adult's work. The child's work is not a copy of the adult's work, and the child is not a copy of the adult.

Both boys and girls revealed a lack of knowledge about pay and job prospects in primary and secondary teaching. While the

Who would be a teacher?

Alan Gordon finds that school leavers

seem to know very little about the profession with which they

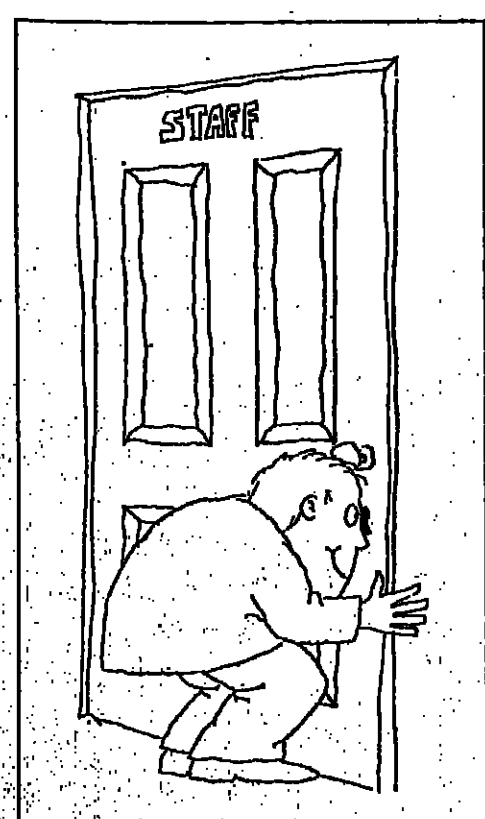
have so much daily contact

As part of the large-scale sample survey of fifth and sixth-formers undertaken in 1975 for the Department of Education and Science by our institute in collaboration with OPCS, pupils were asked a number of questions on their attitudes towards teaching. This aspect of the research has remained neglected.

Pupils in the last term of their fifth year were asked how they felt about being a teacher in a primary school and in a secondary school. Three hundred and eighty seven boys and 337 girls completed the self-completion questionnaire administered to them. One of the most interesting aspects is the differences in responses given by boys and girls.

Just over a third of boys thought that teaching at a primary school would be interesting, compared to a massive 72 per cent of girls (Table 1). In contrast just over a third of both boys and girls thought that secondary school teaching would be interesting (Table 2).

Again, while 61 per cent of girl fifth-formers liked the idea of being with primary school children all day, only a quarter of the boys did. Girls and boys were similarly disposed in their feelings about spending all day with secondary school pupils—28 per cent of the boys and 25 per cent of the girls thought they would quite like being with secondary school children.



Drawings by David McKean

Pupils were asked whether they thought primary school teaching was a job that suited men and women equally, or one that suited women better than men. Well over half the girl fifth-formers answering this thought that it was a job that suited the sexes equally well, compared to just over a third of the boys. Indeed nearly half the boys were positive that women were much more suitable than men for a career in primary school teaching.

Both boys and girls revealed a lack of knowledge about pay and job prospects in primary and secondary teaching. While the

survey was undertaken prior to peak publicity concerning college of education closures, and the massive problems of newly qualified teachers in finding posts, there was a great deal of media coverage at the time of the survey in relation to pay and the Houghton recommendations.

Two-thirds of the boys questioned and three-quarters of the girls were not sure whether the starting pay as a secondary school teacher was good or bad. Only 8 per cent of all pupils thought secondary teachers' starting salaries good: 12 per cent thought the salaries of new primary school teachers good. Many more pupils thought that there were good chances of earning a reasonable salary after 10 years' teaching, at both primary and secondary levels.

Evidently, very few fifth-formers considered

teaching an insecure profession. About one in 10 pupils thought that they might be unemployed if they trained as a teacher. For primary education, over a third thought they would never be out of a job if they trained as a teacher. The proportions who thought this for secondary education were 40 per cent (boys) and 35 per cent (girls).

An interesting difference between pupils' perceptions of primary and secondary school teaching emerged. More than twice as many girls thought primary teaching a rewarding job because younger children liked learning, than thought this about secondary teaching. For boys, while 44 per cent considered primary teaching in this way, only a quarter thought secondary teaching rewarding because of pupils' learning motivations.

Answers to some of the questions con-

cerned only with secondary teaching reveal some insight into the way older pupils in secondary schools perceive the teachers' job. No doubt these responses are partly influenced by their own experiences in secondary education.

Half the boys and 57 per cent of the girls felt that secondary school teachers are less respected now than they used to be, compared with the 21 per cent and 17 per cent who thought teachers more respected. Two-fifths of the boys and nearly half the girls thought that "the way secondary schools are changing is making things harder for teachers".

One can set against this the quarter of boys and a fifth of girls who considered that things were now easier for teachers. Girls were much more anxious than boys about discipline problems. Nearly two-thirds of girl fifth-formers said they would be worried about keeping order in the classroom, compared to a third of the boys.

Of those pupils who had thought of a career in teaching, two-thirds of the girls and a quarter of the boys had considered primary education. For secondary teaching the figures for boys and girls were almost exactly reversed. All pupils questioned were asked which type of secondary school they would most like, and least like, to teach at, if they had to teach at a secondary school.

A fifth of the boys and 19 per cent of the girls said they would most like to teach at a grammar school. 45 per cent of boys and just over a half of girls chose a grammar school as the type of institution they would favour least.

Not surprisingly, pupils attending grammar schools themselves choose grammar schools as their favoured institution more frequently than other pupils, and were also much less likely to say that a grammar school was the type of secondary institution they would least like to teach in.

Pupils were much more positive in their responses when being asked about their feelings in relation to school teaching. When questions about pay or job prospects were introduced it was clear that pupils were much less sure of themselves.

Given that a reasonable number will, no doubt, have gone on to colleges of education, universities or polytechnics with a view to becoming school teachers, it does seem rather unfortunate that they know so little about the profession with which they have so many dealings.

Alan Gordon teaches at the Institute for Research and Development in Post-Compulsory Education, University of Lancaster.



"It is unacceptable for children to be taught by black teachers simply because they themselves are black."

Talking about death

Jenny Ellis

Kit was playing on his tractor in the kitchen, with his tiny Dumbo elephant in the trailer. I was giving Stephen his breakfast, aware of Kit's gurno, but not wholly perturbed.

Suddenly Kit parked his tractor and trailer at the far side of the room, with his back towards me. He went very quiet for a couple of moments, and then announced in a traffic voice, "Dumbo's dead now." I glanced up, and said, "Oh—is he? That's very sad."

Kit got off the tractor, back still towards me, and went out of the kitchen, down the hall to the sitting room. From the look of his back, I could see all was not well. I left Stephen gummy munching cubes of bread and Marmite, and went after Kit.

He was in the sitting room, gazing out of the window, with tears trickling down his face. "Ah, Kit," I said, "don't be too sad." He rushed to me, sobbing loudly, backed into an armchair, gathering

Kit onto my lap, and tried to comfort him.

Kit doesn't often cry bitterly—he whines and whimpers, like all four to five-year-olds, or he screams with rage or frustration—but he rarely weeps salt tears if he's badly hurt or if something touches and moves him deeply. And here he was, sobbing into my bosom.

"Kit," I said, "you took your game too seriously; it was a game you were playing."

"No, but Dumbo's dead—really and truly!" he sobbed.

"Perhaps he's not really dead, perhaps you made a mistake, and really he's just fast asleep in your trailer."

"No," Kit wailed, "I know he's dead, he was lying much too still, just to be asleep."

I was flummoxed for a minute. "Well, perhaps you should see what you can do about getting another elephant to look after, so that you're too busy to worry and be upset about Dumbo all the time."

Kit stopped crying with a gasping sigh, and suddenly, as if he had been hit by a bolt of lightning, he was back to his normal, gummy-munching self. He rushed to me, sobbing loudly, backed into an armchair, gathering

Stephen's ears, eyebrows and hair. I said casually to Kit: "I've got like me to read to you—I think you might find it especially interesting today."

After breakfast, we trooped up on to the top bunk—me in the middle, with Stephen, who can proudly sit up on his own now, against me on one side, and Kit curled up against me on the other, and I read *The Tenth Good Thing About Barney*.

"My turn to weep. This beautiful book is the most difficult one I know to read aloud—I get a lump in my throat, a shake in my voice, and tears prick my eyes. However, I present on valour."

As soon as I reached the end—Kit moaned and Stephen emitted a loud but obviously appreciative grunt. Kit said: "Read it again."

"But the making me cry now," I said. Kit looked at me sternly. "Well, read it again anyway."

So I did. The book is about a child whose cat has just died, and to help him cope with his grief, his mother suggests at bedtime that he try to Barney. To say good things about good things, and then falls asleep. The child thinks of some good things, and then falls asleep. The next day, after the cat has been buried, the child helps his father plant seeds in the garden.

The *Tenth Good Thing About Barney*, by Judith Viorst, is published by Collins.

The father explains how the ground offers a home and food for the seeds, and how the seeds change in the ground and become plants. "Everything changes in the ground," he says.

"Will Barney change too?" the child wants to know. The father tells him that Barney's being under the earth will help the flowers and the trees and the grass to grow—"a pretty nice job for a cat," and the tenth good thing.

At the end of my second reading, Kit said, "When I'm dead, I want to be buried in the ground so that I can help the flowers and trees to grow."

"That's great," I said. "Will you bury me?" he asked. "Well," I said, "I expect I'll be dead a long time before you."

"Why?" said Kit. "Well," I said, "because I'm a huge lot older than you."

"Mumma's pause, and then, in a spirit of wall, "But then I'll have no mummy!"

"Oh, you won't need me by then," I said, "except for just the odd visit—you'll have all your own family to be with."

"Oh," said Kit, and clambered down off the bunk.

Lancashire County Council

DEPUTY CHIEF EDUCATION OFFICER

Salary: £13,180 by £261 (1) by £264 (2) to £13,977

Applications are invited for the post of Deputy Chief Education Officer which will become vacant on 1st January, 1980. Requirements for the post are appropriate qualifications, relevant teaching experience and substantial management experience in the education service. Further particulars of the post and application forms obtainable from: The Chief Executive/Clerk of the County Council (Ref: 50/50), Christ Church Precinct, County Hall, Preston PR1 8XJ. Closing date for receipt of applications: 11th January, 1980.

LONDON BOROUGH OF SOUTHWARK

Administrative Officer

£4,806-£5,259 Inc. L.W.

Elephant and Castle Recreation Centre

An Administrator is required to control the day to day administration of the Baths Division and in particular the Leisure Centre.

The Baths Division consists of the Leisure Centre, in which there is a leisure pool and large sports hall, four baths establishments and three open air pools.

As a member of the management team this is an excellent opportunity to advance into the field of recreation. Shift rota duties operate as and when required.

Telephone 01-701 2870 anytime for an application form, or write on to: The Personnel Officer, London Borough of Southwark, 27 Peckham Road, London SE5 8UB. Please quote reference TES/9/1002 and job title. Closing date: 31st January, 1980.

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

Temporary Careers Officer

AP4 £4,844-£5,067

The post is based in the West Area Offices at Wakefield and Hemsworth. The vacancy has arisen because two Careers Officers are involved part-time in work concerned with the Youth Opportunities Programme. Applicants should hold a Degree and a Diploma in Careers Guidance (or Equivalent).

Requests for application forms (accompanied by a s.a.e.) should be addressed to The Chief Executive (Personnel Section), Town Hall, Wakefield, to be returned by 4th January, 1980.

COUNTY INSPECTOR FOR PRIMARY EDUCATION

Soulbury Scale (£9,609-£10,359) (Burnham HT 10)

Required for the Summer or Autumn Term, 1980. Applications are invited from existing inspectors, advisers and from experienced teachers. Evidence will be required of high all-round ability in the field of primary education. Some of the work will involve advising primary schools on the use of historical resources in association with the schools service of the Essex Record Office. Application forms and details are available from County Education Officer (P), P.O. Box 47, Chelmsford CM1 1LD (Tel. 67222 ext. 2607). Closing date 14th January, 1980.

ESSEX
County Council

OVERSEAS Appointments continued

FRENCH—School teacher, secondary, to teach in a school in the French Republic. Applications should be sent to the French Consulate, 10, rue de la Paix, 75002 Paris.

Administration

Local Education Authority

EDUCATION DEPARTMENT

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CAMBRIDGESHIRE

CAMBRIDGESHIRE—Applications for the post of Deputy Chief Education Officer which will become vacant on 1st January, 1980.

Administration

Local Education Authority

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THE TIMES EDUCATIONAL SUPPLEMENT 21.12.79

Education

Chief Administrative Officer

Required for 1 February, 1980, at the North Nottinghamshire College of Further Education. The successful applicant (male or female) who will be suitably qualified and experienced in the field of education, will be responsible for the financial and administrative services of the College. These will include registration, financial and statistical records and the College's general administration. The person appointed will be a member and secretary of the Staff Committee and the Academic Board and will generally provide administrative support for the academic work of the College. Generous assistance will be given with the expenses incurred in living home in accordance with the Authority's scheme. Further particulars may be obtained from the Principal at the College, Carleton Road, Wetherby, Leeds LS17 7HP (Tel. 0539 47881), to whom letters of application should be sent by 9 January, 1980. Please quote ref. 14.



Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7AR

EDUCATION DEPARTMENT

CAREERS OFFICER and CAREERS OFFICER (Temporary)

Salary AP 3/4 £4,080-£5,067 per annum.

Applications are invited from suitably qualified candidates to join a team of Careers Officers working from the Southern Area Education Office in Ipswich. The successful applicants will undertake the full range of a Careers Officer's duties. The temporary appointment is to cover the absence of a member of the present holder of the post.

Application forms and further details (please send a stamped addressed envelope) are obtainable from the County Education Officer, Education Department, Grimwood Street, Ipswich IP4 1LL, to whom they should be returned as soon as possible.

Suffolk County Council

Advisory Teacher For Computer Studies

In recognition of the growing importance of computers in commerce and industry the London Borough of Redbridge is actively committed to promoting the subject throughout the Authority's 17 Secondary Schools.

The subject is taught in most of the Schools, many of which have their own micro-computers, and access to the mainframe facilities in the Borough Treasury Department and nearby colleges and polytechnics. There is also a well-established authority-wide C.S.E. examination in Computer Studies, which last year attracted around 200 applicants.

The Advisory Teacher is an important key position involving the provision of in-service training to teachers in computing and in the teaching of Computer Studies. He/she is also the organiser and examiner of the C.S.E. examination and undertakes some pastoral teaching.

The ideal applicant will have a good qualification in computing and experience of teaching the subject preferably at secondary level. Equally important are the ability to motivate and encourage teachers and enthusiasm and belief in the importance of the subject. The position carries a Scale 3 salary (£4,590-£5,259) plus 'Outer London' and travelling allowances.

Advisory Teachers in the Borough are also entitled to school holidays.

Men and women interested in the position are invited to telephone Barry Hughes, the Advisory Teacher in Mathematics, on 01473 3020, ext. 90, for an informal discussion. Alternatively, please write or telephone for an application form to The Chief Education Officer, London Borough of Redbridge, Education Department, Station House, 255-259 High Road, Ilford, Essex, IG1 1PH, phone No. 01473 3020 ext. 192/5.

Further details and application forms can be obtained from: Room A520, Education and Training Policy Department, Overseas Development Administration, Eland House, Stag Place, London SW1E 5DH. Please quote reference number ED 373/02 TES.

Redbridge
London Borough

THE TIMES EDUCATIONAL SUPPLEMENT 21.12.79

English as a Foreign Language

HERTFORDSHIRE

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Educational Courses

BULL

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